DOCUMENT RESUME

ED 376 750 FL 800 837

TITLE	Hmong/English Bilingual Adult Literacy Project Final Report.
INSTITUTION	Wisconsin Univ., Green Bay.
SPONS AGENCY	National Inst. for Literacy, Washington, DC.
PUB DATE	31 Jan 94
CONTRACT	X257A20457
NOTE	102p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Classroom Techniques; Communication Skills; Curriculum Development; Educational Environment; Educational Strategies; *English (Second Language); Family Programs; *Hmong People; Immigrants; *Intercultural Communication; Lesson Plans; *Literacy Education; Native Language Instruction; Problem Solving; Program Descriptions; Program Evaluation; Refugees; Second Language Programs; Skill Development
IDENTIFIERS	*University of Wisconsin Green Bay

ABSTRACT

The report describes and assesses an adult literacy program for Hmong immigrant adults in Green Bay, Wisconsin. The overall approach was to assist students in developing a new communication system using principles of intercultural communication and community networking. The instructional model had four components: native language literacy instruction; the natural language approach; problem posing; and a family literacy program. Classes were team taught by a bilingual and an English-as-a-Second-Language teacher/intern and met 4 days a week for 3 hours a day. In the course of the project it was learned that Hmong adult refugees can and do respond to literacy instruction if the conditions and processes of instruction conform to both their perceived and their real learning needs. Realization of student perceptions differing from administrative perceptions led to adjustment of the basic program approach. The report outlines the program's overall design, population background information, general findings, description and evaluation of instructional components and project administration, project significance, and recommendations for both administration and instruction. Appended materials include sample lesson plans, student outcomes for the problem-posing component, sample family literacy tutor report, organizational chart, timeline, bilingual consultant reports, and documents from the program's closing ceremony. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 376 750

HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT

FINAL REPORT

January 31, 1994

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FINAL REPORT

HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT

Submitted to:

US Department of Education
National Institute for Literacy
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20202-7560

Grant Number
X257A20457

January 31, 1994

University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT
Grant Period: November 1, 1992-October 31, 1993

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A. OVERALL DESIGN

The Hmong/English Bilingual Adult Literacy Project in Green Bay was designed to provide effective literacy instruction for a group that has had extreme difficulty in traditional literacy programs, that is, nonliterate Hmong adult refugees. This report presents a description and evaluation of this project, along with recommendations for similar projects.

The single most important guideline in designing this project was: move from the familiar to the unfamiliar using the learners' prior knowledge, skills and learning strategies, gradually incorporating new knowledge, skills and strategies. This guideline was followed in the selection of both a theoretical framework and an instructional model. The overall design of this project is consistent with the view taken by Rees (1993) that successful adult literacy program models for serving undereducated, hard to reach populations have shared three characteristics:

> First, programs were planned and executed primarily by members of the distinct learning group these programs proposed to serve. Second, ...literacy initiatives were implemented in familiar 'educative environments.' Third, program content and materials were relevant to the self-perceived needs of the participants (p. 168).

It is in this spirit that the Hmong/English Bilingual Adult Literacy Project was designed and carried out.

1. Theoretical Framework

In this project, literacy was developed within the larger context of the development of a new communication system. In order to establish this context, the project utilized the following four theoretical constructs: an Intercultural Communication Framework, a Community Cooperation Network, a Mutually Adaptive Learning Paradigm and a Participatory Curriculum Development Model. The first two are defining principles that underlay the project in all its aspects. The last two are process objectives that drove the instructional components.

Defining principle #1: Utilization of the **Intercultural Communication Framework** developed by Marshall (1990). This framework consists of three stages: establishing a relationship, identifying priorities, and making associations. The project was based on the premise that any effective communication between mainstream American culture and the traditional oral culture of the Hmong must proceed through these three stages. Furthermore, the process is cyclical, such that each new concept needs to be introduced via the established relationship, the identified priorities, and the associations made. Literacy is clearly a new concept and, as such, had to be introduced using the framework.

Defining principle #2: Creation of a **Community Cooperation**

Network. Through this network, all aspects of the project were infused with community participation. The key groups that comprised the network included: the Green Bay Area Public Schools, the Brown County Library, the Literacy Council of Brown County, Northeast Wisconsin Technical College, and the sponsoring agencies: the Hmong Association of Brown County and the University of Wisconsin-Green Bay. Each of these organizations enhanced both the affective and cognitive aspects of the literary acquisition process in unique ways, creating a support network for the students.

Process objective #1: Implementation of a **Mutually Adaptive Learning Paradigm.** The learning paradigm used in traditional Hmong cultural settings gradually shifted to a mutually adaptive paradigm with elements from the learning paradigm used in formal educational settings. Figure 1 presents the contrast between these two learning paradigms.

LEARNING PARADIGMS FOR TWO DIFFERENT SETTINGS

	HMONG CULTURAL SETTING	FORMAL EDUCATIONAL SETTING
CONDITIONS	RELATIONSHIP IMMEDIATE RELEVANCE	INDEPENDENCE FUTURE RELEVANCE
PROCESSES	COOPERATION ORAL TRANSMISSION	INDIVIDUAL ACHIEVEMENT WRITTEN WORD
ACTIVITIES	PRACTICE	ANALYSIS

Figure 1: A comparison and contrast of the conditions, processes and activities for learning in Hmong traditional education and formal education. (Marshall, 1991)

This process objective was achieved by the implementation of three strategies: (1) conditions for learning, namely, a relationship and immediate relevance, were accepted and maintained throughout the project; (2) processes for learning, including cooperation and oral transmission were gradually combined with formal educational processes, individual achievement and the use of the written word; and (3) activities for learning initially consisted largely of practice, slowly yielding to analysis of familiar material and finally to analysis of unfamiliar material. These three strategies were reflected in each of the components of the instructional model.

Process objective #2: Application of the **Participatory Curriculum Development Model** (Auerbach, 1991). This process objective was implemented by (1) listening--teachers listen before and after class to concerns of students and structure activities in class to elicit student comments and issues; (2) exploring/extending--student themes are explored and used to extend language and literacy issues by connecting the content to relevant language; (3) taking action--changes are made both inside class and outside the classroom that result from exploring themes; and (4)

evaluating--students reflect on their own experiences, the successes/failures of the program, and identify new issues to explore.

The success of the project depended upon the utilization of these four theoretical constructs in the implementation of each component of the project.

2. Instructional Model

The instructional model for this literacy project consisted of four components: (1) Native Language Literacy, (2) the Natural Approach, (3) Problem Posing, and (4) Family Literacy.

Native Language (Hmong) Literacy was used as a vehicle to help students master the basic concepts of reading and to help them see themselves as literate people. It was also used because their progress in English would be faster if they possessed native language literacy. The methodology used in this literacy class was a mix of the many bottom-up, top-down, interactive strategies available to beginning reading teachers.

The **Natural Approach**, developed by Krashen and Terrell (1983), was used to provide a low anxiety, English only, component to the program. Because the familiar native language was not used in these classes, the instructor created the most authentic, meaningful situations possible for the learners to naturally move through the pre-production stage (a silent period), the early-production stage, the speech-emergent stage, and finally, the intermediate fluency stage. Many hands-on activities, realia, and a great deal of comprehensible input combined to demonstrate to the learners that they can survive and communicate in this new language and culture with their supportive instructor's helping hand.

Problem Posing, a pedagogical approach developed by Freire (1973), was used to help the learners see themselves and their world in a more active, critical manner. Because many adult Hmong resist literacy, this component helped them to see how literacy can play a very important and effective role in their lives. This component allowed the learner to use both the native language and the second language and gave the learner the opportunity to select the problems, i.e. develop the syllabus, to be analyzed in the class.

Family Literacy was the culmination of the project, particularly in the second phase. The notion of family literacy first became popular when research (eg. Sticht and McDonald, 1989) began to demonstrate that parents' knowledge and skills can influence the achievement of their children in school. Literacy, then, mattered for the adults <u>because</u> it mattered for their children. In this project, rather than have a separate English literacy class, per se, we elected to introduce English literacy

informally and in the family context so that the strong family ties that are so threatened as the children achieve literacy in school could be strengthened when the children and parents worked together.

The methodology used in the Family Literacy component matched the combination model used in the Native Language Literacy component. However, by the time the student embarked on this type of instruction, the preferred strategies of each student were evident and because the literacy instruction was not conducted in a classroom format, the small groups and tutors could direct the instruction according to individual learner strategies.

In addition, there was an emphasis on whole language because in that approach each family member could contribute to every activity in a meaningful way. The hallmarks of whole language are learner-generated language, meaning-centered activities based on that language, learner choice and collaboration in the selection of materials, integration of all language skills, and mutual respect of teachers and learners in the instructional setting (Rigg, 1991). Rigg (1990) has specifically noted the value of whole language activities for refugee adults, and it is evident from the above description that such activities are consistent with the overall thrust of the project.

Thus, in its own unique way, each of the instructional components was grounded in the sound, established theory that guided the project and was designed to help the project achieve its goals by incorporating the two defining principles and the two process objectives into each in-class lesson plan or out-of-class activity (see Appendix).

3. Schedule and Staffing

The classes consisted of two groups, team taught by the bilingual teacher/intern and the ESL teacher/intern, meeting four days a week, three hours per day. Native Language Literacy, Problem Posing, and the Natural Approach each met regularly. The Family Literacy Component met in small family groups with interns at pre-arranged times after school and weekends during the school year and during the day in the summer at the students' homes or at community sites, such as the library.

The Project was administered by the University of Wisconsin-Green Bay. The site, child care, and essential resources were provided by the Hmong Association of Brown County. The staff included university personnel, university students, community volunteers, a Bilingual Consultant from the University of Minnesota and a Family Literacy Consultant from the Green Bay Public Schools.

paper. Life as he knows it does not include reading and writing as a major component (p. 2).

In the early 1950's, a Hmong writing system was created by Catholic and Protestant missionaries and Hmong who came in contact with them learned to read and write in their native language. Hmong writing systems had existed prior to this but none had been accepted and retained by the population as was this romanized alphabet version, which is used in most Hmong writings today.

This system is internally consistent in that it accurately and reliably represents the (White) Hmong sound system, having a one-to-one correspondence between sounds and letters. Thus, it is relatively easy for native speakers of Hmong to learn to read it once they understand the basic principle of sound-symbol correspondence.

With respect to education, in traditional Hmong society, there is no formalized schooling. Rather, learning takes place by having children observe elders in the village, who model tasks for them and provide the necessary feedback. Cultural rituals, folktales and other essential material is passed on orally and those with the best memories are relied upon by the others in a cooperative, shared learning in which generation after generation preserves tradition for the society. Hmong who did receive formal education did so by attending Lao schools and studying in Lao, not Hmong.

In surveys of educational level of Hmong arriving in this country, it is frequently demonstrated that only selected males received any education, these mostly likely completing sixth grade and no further. For example, a California study (Reder, 1982) reports on a Hmong community of 27,000 in which 73% of the individuals had not attended school (92% of the females); 19% had up to six years; and only 7% had seven or more years. While the educational picture has changed over the last ten years, with programs in Thailand preparing children for elementary and secondary schools in this country, the adult Hmong still have, for the most part, a relatively low educational level.

Economically, the Hmong have not yet succeeded in entering the workforce to any significant extent. Largely as a result of the literacy and educational issues discussed above, they have been unable to prepare themselves for the type of work required by a modern, technological society. This is evidenced by the fact that, in 1988, 63% of all Hmong families in the U.S. contained one or more families receiving public assistance. In Wisconsin, the comparable figure was 73%, ranging from 50% in the largest cities, Milwaukee and Madison, to over 85% in the smallest cities, such as Eau Claire and La Crosse. Clearly, this is an economically disadvantaged group.

From this brief description of the Hmong refugee population

in this country, it is evident that they have special literacy needs, special cultural needs, and special educational needs, which must be addressed if they are to participate in mainstream American life.

2. Literacy Instruction for Hmong Adult Refugees

Much of the existing programming for adult Hmong has not taken their special needs into account. Traditional instructional models, for example, do not accept the oral culture of the Hmong as the basis for learning and, instead, ask the student to make a learning paradigm shift, in addition to mastering a new linguistic skill, literacy, and a new language, English.

Programs for nonliterate adult Hmong that have instructed them in the same manner as literate Hmong have met with minimal success. Generally, the nonliterates have moved more slowly, dropped out, or never even participated in programs. Limited funding, lack of professional expertise and unfamiliarity with Hmong cultural norms have prevented local programs from responding effectively to the special literacy needs of this educationally and economically disadvantaged group of limited English proficient learners.

The alternative instructional model implemented as part of this project, on the other hand, has advanced literacy theory and practice by placing literacy in the larger framework of intercultural communication and by explicitly identifying the learning paradigm of the student to facilitate the necessary paradigm shift in a gradual, effective manner. Literacy then can become a natural part of the process of cultural adaptation to a new communication system, rather than an isolated skill imposed on the refugee by others.

In summary, the approach to adult second language literacy taken in this project emphasized the cultural as well as the linguistic aspects of literacy, focused on affective as well as cognitive factors in literacy acquisition and viewed literacy as a process of acculturation as well as the product of skill-based instruction. The program utilized these principles in all of its components, insuring that the students would emerge from their experience having been gently and appropriately brought into the literate society.

C. GENERAL FINDINGS

1. The Third Paradigm

The major finding of this project was that this student population, Hmong adult refugees, can and does respond to literacy instruction, provided that the conditions and processes of that instruction conform to both their perceived and their real learning needs. The design of the project was based upon meeting their real

needs, and to that extent, the design succeeded. However, during the course of the project, through the utilization of the Intercultural Communication Framework and the Participatory Curriculum Development Model, it became clear that the learners also had perceived needs that did not match the program design as originally created for them. This is true despite the fact that educated Hmong participated in the planning stages.

Thus, in addition to the Hmong learner's paradigm and the formal educational learning paradigm, there existed for these learners a third paradigm, namely, their perception of the formal educational learning paradigm. It was through identification of their priorities and discussions of curriculum and instructional logistics, that the staff was able to piece together this third paradigm.

This newly identified paradigm initially hindered the implementation of the Mutually Adaptive Learning Paradigm and necessitated adjustments in the project's instructional model. In particular, of the three guidelines to be followed as strategies for implementing the paradigm, only the first could be retained without modification. Thus, the students were comfortable with guideline #1: maintain the traditional Hmong cultural conditions for learning--a relationship and immediate relevance.

However, they rejected guideline #2: processes for learning, including cooperation and oral transmission are to be gradually combined with formal educational processes, individual achievement and the use of the written word. Instead, they insisted on an immediate jump to the formal educational processes, rejecting their own familiar ones. They asked for individual work, textbooks, homework, immediate reading and writing in the second language, and objective tests. In this case, the notion of delaying the second language in written form until the concept of literacy was established in the first language was forfeited in favor of student demands. Furthermore, the very aspects of instruction that had repeatedly failed with these or similar students in other area programs, were the aspects most sought after by these students.

Finally, they partially rejected guideline #3: activities for learning will initially consist largely of practice, slowly yielding to analysis of familiar material and finally to analysis of unfamiliar material. Instead, the students clung to practice activities and resisted attempts to move into analysis tasks, even when dealing with familiar material that was immediately relevant.

This resistance is of some concern because the primary reason the formal educational processes of individual achievement and the written word have not been successful with these students is that they are not introduced on a foundation of familiarity with formal educational concepts, in particular, critical literacy, analysis and decontextualization. Paradoxically, this third paradigm

focuses on some of the surface behaviors but ignores the fundamental expectations and underlying assumptions that determine success with this paradigm. Figure 2 shows this third paradigm, juxtaposed with the other two, previously presented in Figure 1.

THREE LEARNING PARADIGMS

HMONG PARADIGM	HMONG PERCEPTION OF FORMAL PARADIGM	FORMAL EDUCATIONAL PARADIGM
	CONDITIONS	
RELATIONSHIP IMMEDIATE RELEVANCE	RELATIONSHIP IMMEDIATE RELEVANCE	INDEPENDENCE FUTURE RELEVANCE
	PROCESSES	
COOPERATION ORAL TRANSMISSION	INDIVIDUAL ACHIEVEMENT WRITTEN WORD	INDIVIDUAL ACHIEVEMENT WRITTEN WORD
	ACTIVITIES	
PRACTICE	PRACTICE	ANALYSIS

Figure 2: A comparison and contrast of the conditions, processes and activities for learning in the Hmong learning paradigm, the Hmong perception of the formal educational learning paradigm, and in the actual formal educational learning paradigm.

The solution and the challenge for project staff lay in providing the conditions, processes and activities expected in the Hmong perception of the formal educational paradigm, while still unobtrusively including the cooperative and oral processes and introducing the analysis activities to follow through on the implementation of the Mutually Adaptive Learning Paradigm. As in many teaching situations, if the students are given what they believe constitutes good teaching, then the teacher can slip in the extra ingredients to "bias for best performance" by the students. To demonstrate the power of this third paradigm, it is only necessary to indicate that the initial comments of the students experiencing the Natural Approach and Problem Posing classes were that it was "cheap teaching."

2. Learner-generated Uses for Literacy

A second major finding was that, once literacy is introduced along with the Participatory Curriculum Development Model and the Community Cooperation Network, students will themselves design

meaningful literacy projects that serve their needs while helping them develop literacy. Two important, unplanned activities were generated by the students as a result of this program.

The first of these was the **"Fresno Connection."** The students in the Green Bay project were told about the Fresno group, the other funded project that involved Hmong learners, and they decided to try and communicate with them in Hmong. The lower proficiency level wrote a class letter, explaining their program and telling something about life in Green Bay. The upper proficiency level wrote individual letters about themselves and their experiences. Pictures of both classes were taken, and the letters and pictures were sent to Fresno. Upon the arrival of the material, we are told, there was great excitement in Fresno. A relative was even recognized in one of the photos. The Fresno project published some of the letters and the class photo in the next issue of their newsletter, an integral part of their own project, and the Green Bay students were very enthusiastic about receiving it and seeing their work "in print."

The second activity was the **"Newcomer's Booklet,"** an integrated skills project that grew out of field trip experiences. On their trips, the students would take pictures and then return to class to discuss them and/or put them in a photo album. In addition, they were learning about managing their lives in Green Bay in their problem posing class. This gave them the idea of making an orientation booklet for new arrivals to the Green Bay Area, written in basic Hmong, with photos, captions, and general information about the kinds of things they wish someone had told them when they first arrived. Most orientation materials had been overly detailed and found scattered in many different offices and agencies. They did not show pictures of the buildings or explain how to get to them. They were not written from the viewpoint of the recipient. This booklet, on the other hand, was prepared by recent arrivals who could relate to the problems and needs of the newest Hmong refugees to the area.

Furthermore, pedagogically speaking, the preparation of this booklet involved collecting data in English, writing it in Hmong, wrestling with the problem of what is relevant for new arrivals and how to best present it and a myriad of other skills and educational experiences that combined to demonstrate the new found sense of competence and confidence these students had begun to exude. In the final stages, the family literacy tutors divided up the various locations and made the completion of the booklet a family literacy activity.

That the students generated these two activities is an indication that literacy can be practical and meaningful to these students, and that they can achieve awareness of its significance to their lives. Such a finding supports the use of Freire's sociopolitical approach and Auerbach's curriculum model with this

population. Communicating across the miles and providing newcomers with a useful tool made these students agents of change and progress in their community. This alone attests to the success of an alternative approach to literacy development for Hmong adult refugees.

D. DESCRIPTION AND EVALUATION OF INSTRUCTIONAL COMPONENTS

In this section, each of the instructional components will be described and evaluated. As indicated in the evaluation plan for the project, objective measures are not the sole nor even the primary measure of student success. Progress has been assessed by teacher observation of change in behaviors and attitudes, as well as gains in the demonstration of literacy skills. Thus, in this section much of the material presented will be anecdotal, including a brief narrative and comments from staff members.

1. Native Language Literacy

Description and evaluation. This program divided the learners into two levels, low proficiency (LP) and high proficiency (HP). The LP group had no previous literacy instruction. The HP group had minimal literacy instruction in either English or Lao but, for the most part had had no introduction to written Hmong.

It was found that the LP students responded favorably to being read to by the instructor, learning to recognize key words, such as their names, which enabled them to take turns calling the roll, and receiving direct phonics instruction, which for many of them constituted their first realization that there was a logical correspondence between the oral and written forms of language.

The HP students were able to expand their notion of literacy and begin to move from learning to read towards reading to learn and writing to record. They wrote poems and stories for the teacher and each other. They read about marriage ceremonies and other traditions in their culture and discussed the readings together.

Hmong literacy increased substantially for at least half of the students tested, as measured by the Hmong Elementary Literacy Test (HELT), a test of Hmong literacy skills designed for secondary school Hmong students. As indicated in Table 1, of the 21 students who took both the pre-test and the post-test, about half, or 11 students, moved up at least one level on a scale of 1-5 levels. Of those who improved, generally from the LP group, most moved up one level, most commonly from Level 1, non-literacy, to Level 2, pre-primer or from Level 2 to Level 3, beginning reading. The remaining 10 students, all from the HP group, did not show a change in level; the great majority of these were already at Level 5. Their test scores, unlike the LP group, did not jump dramatically, but their uses of Hmong literacy and their appreciation of native

language literacy changed a great deal. An additional four students were not available for either one or both tests and cannot be included in reporting the test results.

Table 1

Hmong Elementary Literacy Test (HELT) Results

PRE-TEST LEVEL	POST-TEST LEVEL	CHANGE
1	1	0
1	2	+1
1	2	+1
1	2	+1
2	2	0
2	3	+1
2	3	+1
2	3	+1
2	5	+3
2	5	+3
2	5	+3
3	3	0
4	5	+1
4	5	+1
5	5	0
5	5	0
5	5	0
5	5	0
5	5	0
5	5	0
5	5	0

Note: Scores are given for the 21 out of 25 students who participated in both the pre-test and the post-test.

These test results must be viewed cautiously for three important reasons. (1) The pre-test was administered after two months of intensive Hmong literacy instruction, so that the pre-test scores do not represent the actual literacy level of the incoming students. (2) This measure of Hmong proficiency did not match the needs and abilities of the students in the project. The four levels represent scores 0-50, but most of the HP students pre-tested with scores above 50, thus they already had some literacy skills in Hmong. This test, then was not designed for the students at the level of the HP group. Furthermore, the test was designed for younger students, not adults. The test was selected because it was the only known Hmong literacy test that had been piloted and used successfully to measure low literacy levels. (3) Four of 25 students participating in the program are not represented in these test results because they did not take both the pre-test and the

post-test.

Student input. The students selected an alternate day approach, changing the original schedule so that on a given day they were studying only Hmong rather than splitting the day into Hmong and English classes. They felt that switching from Hmong class to English class caused confusion in learning. Changing the learning situation after the mid-afternoon break and introducing new topics in another language put pressure on their thinking processes. Furthermore, they thought that one hour of Hmong at a time was not enough. During that hour of Hmong literacy, the students were in the process of learning new words and reading about topics that were interesting to them, but they tended to forget what they had learned in that first hour if they had to switch to a different class after the break. This change was very important to them and was another instance of identifying priorities and implementing the participatory model.

In addition to the teacher prepared materials, the students requested a basic phonics text, again, not originally intended for this program, which was designed to develop a combination of top-down and bottom-up reading strategies. Bertrais' Hmong Primer was ordered and used along with periodic tests of decoding skills, both perceptive and productive. Homework and tests from the Hmong Primer became a major focus of the LP class. In the HP class, many other activities, such as group story dictation, sight word recognition, and silent reading followed by discussion were included.

Staff comments and reactions. "My past experience had proven to me that most of the older Hmong are non-motivated and non-interest language learners. ... My view has been drastically altered. They have shown me that not all Hmong elders have lost the dream and hope to learn Hmong or English. I was amazed by their Hmong ability rate, especially at their old age. My heart was full of joy and my eyes were close to tears because I was so happy to see this group of old people still eager to learn. By seeing such performance as this in an everyday situation, I know that we have achieved our objective." Xia Moua, Hmong Literacy Instructor.

"Our program changed a lot to accommodate new situations. This program, unlike other programs, invited students' comments, suggestions and criticism. Our students were given the chance to take part in the decision how they wanted this program to be. This gave the students the empowerment by making an important decision about their own needs in education. I was amazed how talkative they became in providing ideas or opposing the ideas or goals that our program had established. We wanted our students to feel that we valued their suggestions, comments and ideas. Our program was not just acting as a 'teller' but a good 'listener.' This process made our program a successful one. Our students were our partners,

and they supported us all along to make the school year of '92-93 the most memorable one." Shew Chen Ho, Hmong Literacy Instructor.

2. Natural Approach

Description and evaluation. As for the Native Language Literacy classes, the students were divided into low proficiency (LP) and high proficiency (HP). The LP group were essentially at the pre-production stage. The HP group ranged from the early production to the speech emergent stages.

The hallmarks of this English only component were hands-on activities, field trips and use of realia and/or visual aids during all oral English work, or rather fun, since game-like activities were engaged in quite often. Comprehension was stressed over production, meaning over structure and affective factors over cognitive factors. Student interest determined the topics selected for the lessons.

The LP group concentrated on survival English, choosing topics related to family life, meal preparation, getting around town, etc. However, they also tackled their escape from Laos, using pictures and maps to convey information to the teacher, as well as cultural matters, such as clothing and ceremonies. Picture stories were a major activity for generating and later recalling oral English. These were all teacher and/or student created and related to real world facts concerning the students and their lives. The group also worked on basic math, weighing items and counting money. This was used to connect with their lives as well, for shopping and taking the bus.

The HP group decided to focus on job related topics; however, their English proficiency level hindered them considerably. They had a false perception of their ability to handle these topics in an English only class. A textbook (Working in English), which they also requested, was ordered and used as part of this focus on jobs, but their limited literacy skills prevented them from benefitting greatly from this textbook. In addition, the book forced the teacher to compromise the principles of the natural approach to some extent.

As part of the Mutually Adaptive Learning Paradigm, this class was designed to gradually introduce analysis skills along with language. The level of the student dictated the type of analysis that would be addressed. For the LP class, the teacher concentrated on organizing the students' notebooks, putting pages in right side up and in a logical, retrievable order. Pages were coded by color and shape (eg. the green triangle sheet) to help the students learn classification skills as part of locating their handouts for each lesson. For the HP class, the teacher worked on current events, as seen on TV, and on map skills, from using a globe to studying local maps of Green Bay, in order to develop oral

English and develop analysis skills together.

English proficiency increased in most students as measured by the Basic English Skills Test (BEST), a test of oral English skills designed for adult Southeast Asians. As indicated in Table 2, of the 18 students who took both the pre-test and the post-test, 12 moved up at least one level on a scale of 0-7 levels. Of those who improved, the students beginning at levels 0-2 generally moved up one level while those beginning at levels 3-5 moved up two levels. The remaining six students did not show a change in level. An additional seven students were not available for either one or both tests and cannot be included in reporting the test results.

Table 2

Basic English Skills Test (BEST) Results

PRE-TEST LEVEL	POST-TEST LEVEL	CHANGE
0	0	0
0	0	0
0	0	0
0	1	+1
0	1	+1
0	1	+1
1	2	+1
2	2	0
2	2	0
2	3	+1
2	3	+1
2	4	+2
3	5	+2
3	5	+2
4	6	+2
4	6	+2
5	5	0
5	7	+2

Note: Scores are given for the 18 of the 25 students who participated in both the pre-test and the post-test.

These test results must be viewed cautiously for three important reasons. (1) This measure of English proficiency did not match the focus of the English classes, which de-emphasized production and accuracy; thus, the teacher did not teach to this test. (Note: The selection of the test was based on the need to convey data to other local programs which used this test exclusively for both diagnostic and assessment purposes.) (2) The pre-test was administered by two testers, one of whom misunderstood

the procedures and coached students, resulting in slightly higher pre-test scores for those students. (3) Seven of 25 students participating in the program are not represented in these test results.

More significant for this project than test results, however, is the students' willingness to speak English and their degree of confidence in interacting with monolingual English speakers. These attitudes changed markedly, as assessed by their in-class and out-of-class behaviors, recorded in the ESL Instructor's journal. The ESL Instructor reported noticeably increased classroom participation, as well as increased use of English in community situations, such as in stores and on buses. This was true for all but three students, one of whom entered the program late and the others of whom insisted on placement in the HP class when they really needed the LP class.

Staff comments and reactions. "I observed the students attempting to communicate to the English teachers without requesting assistance from English speaking students and translators. The showing of no fear of making mistakes is probably the biggest improvement in the program's first three months of existence because one of the weakest characteristics about the Hmong people is the idea that one must always save face."

"... Prior to my observations, from my insight as a Hmong, I anticipated some setbacks. I felt that many of the students will not be able to realize their progress so they might feel what the project is implementing will be silly and game-like. As I watched the natural approach lessons to learning English, some students indicated that they did not like the game-lessons, like 'Go Fish,' too often. They claimed that it was too childish. Yet, I was amazed when the students mimicked the sounds of words and drawings of animals. They repeated the sounds as exactly as possible to the teacher and corrected themselves to sound just like her. Furthermore, while the teacher was practicing with a student, some students were able to connect the questions and statements to other situations away from the game [i.e. transfer question/statement formation patterns to real life questions/statements]. I think that several students are becoming aware of its importance because I asked if they wanted to stop and half of the class said, 'No.'" Andrew Xiong, Bilingual Consultant.

3. Problem Posing

Description and evaluation. In problem posing classes, students learn how to identify and analyze problems in their lives, their causes and possible solutions. They also relate these problems to larger, often sociopolitical issues they face as refugees or as new participants in mainstream society. In the course of examining these problems, the students generate the English vocabulary and structures useful to them in addressing the

problems both in class and out of class.

This component, taught bilingually, but, in effect mostly in Hmong for the LP group, began as a strict interpretation of the original Freirean model and later evolved into a less sociopolitical approach and a more everyday practical one. The problems students encountered were more likely to be related to their immediate survival needs, taking the bus or pricing items in stores (they learned about analyzing the price per pound instead of just the total price), rather than their role in society. In the later months, however, the HP group tackled such "alien" concepts as generic drugs and autopsy, both of which could be said to have expanded their awareness of the society in which they now participate. The activities for this component included many field trips and guest speakers. In addition, students, at their request, were provided with extensive vocabulary lists, often with highly disputed Hmong translations for the English.

Student input. Initially, the student refused to embark on this voyage of self-awareness, stating that talking about their problems in Hmong would not help them to learn English. Culturally, discussing problems was not part of their everyday conversational repertoire in any case, and they were unable to generate a list for the syllabus. They later admitted, as a group, when talking informally with the bilingual consultant that discrimination was, in fact, the number one problem they faced, but they uniformly agreed not to include that in the problem posing syllabus or in the project in any respect.

The steps of a problem posing lesson, per se, were, for the most part, dispensed with and lessons took on a more traditional format as the bilingual instructors had difficulty with the model themselves and the English instructors were monolingual. Staff changes also resulted in several different instructors teaching this component over the course of the project. Nevertheless, as comments below will attest, the spirit of the approach was honored and the student did emerge as more active problem solvers, even more involved citizens, in some cases.

In the LP class, a final English test was administered to assess familiarity with the English items taught in connection with the problems discussed during the project. The results showed mastery by most students.

More importantly, anecdotal evidence indicates how students became empowered to solve new problems after studying problems together as a class (see Appendix). The LP class first concentrated on learning how to take the bus. This entailed many lessons on directions, money, schedules, etc. Numerous field trips followed. The instructor escorted the students, one by one, to class on the bus. The whole class took a bus ride to a local Asian food store. Then, the class tried a trip that required asking for

a transfer, an anxiety-provoking experience for most of them. The final activity for this problem was to write a class letter to the bus company telling them about the project and how the students were learning to take the bus and to watch for them and be patient.

The HP class, as for the English only component, chose to concentrate on job related problems. They collected want-ads and learned to interpret them. They practiced filling out job applications and examined what type of information was usually requested. They analyzed the qualifications needed for different jobs and compared them to their own abilities. They practiced interviews. Some of the students actually went to apply for jobs and used the skills practiced in class.

Staff comments and reactions. "The letter to the bus company that the students dictated in Hmong and then translated into English was wonderful. In Hmong students told the bilingual teacher what they had been studying about and what they were experiencing with bus transportation. But the best part of the letter was a short list of their needs and how the bus company could help meet them. It was so much more assertive than I expected. I think that problem posing is in fact empowering the students." Jenny Walter, Problem Posing Volunteer Instructor.

"Throughout the problem posing lessons, students have demonstrated how they have used the problem posing approach to deal with a specific problem in their lives. After the pricing lesson, one of the older students came up to me and said that he further applied what we had learned in class when he went to Cub Food. He read the labels as we had taught him and now it is clearer to him." Xia Moua, Problem Posing Instructor.

4. Family Literacy

Description and evaluation. This component was designed to begin halfway through the project so that the adults participating could share their new Hmong literacy and begin to develop English literacy in small family groups with a university tutor. The Family Literacy Consultant designed a program with many activities for the families to do relating to school, the library, or community organizations. The tutors received training and were matched with students based on their schedules.

This component was beset with problems from the beginning. Because there were not classes for this component, the students did not view it as an integral part of the project. It was announced as optional, as that is consistent with the project approach, so this further fed the notion that it was dispensable. Consequently, just over half of students participated in this component. Staffing and scheduling were also problematic, so that it was nearly eight months into the project when students and tutors began to meet. The summer, intended to be a major time of family

literacy activities, resulted in many students and/or their tutors having other plans and being unavailable to continue. This component, then, cannot be judged in terms of quantity--numbers of students served or number of hours of participation--but only in terms of quality. For those students who did participate, what did they, in fact, gain from the experience?

Each of the match-ups resulted in a unique partnership in which the particular characteristics of the learner--educational background, language proficiency, interest in Hmong and/or English literacy, and family members participating, dictated the type of activities undertaken. In general, it can be said that all of the students succeeded in extending their grasp of literacy beyond the classroom into the community and into their family life by sharing activities with the tutor. Some of the students had the tutor come into their homes and cook recipes together with their children. Some of the students went to the library with the tutor and attended the children's story hour together. Others wanted to make tapes of English words and match them to a written version. (One student did the same in Hmong for her tutor!).

The most significant aspect of this component was not the skills obtained but the relationships formed. Each of these students now has an American friend. This alone expands their worlds to help them become members of the larger community. The tutors, for their part, have become more culturally sensitive and have grown in their understanding, not only of literacy, but of the isolation that a lack of literacy can produce. For many of the families, the children were the only window on the world. Now, the student can also help the family reach out as a result of connecting with the tutor. This component provided an important link between the classroom and the home/community life of the student and was essential to the project, as tutor comments demonstrate (see Appendix).

Staff comments and reactions. "The Hmong Bilingual Program provided a means to ethnic empowerment. The Family Literacy Project has created a community where cross-cultural understanding is the key to literacy. We have involved our families. We have accepted and also appreciated our differences. From this experience, I have grown as a person. I feel that I have become more sensitive to and aware of the difficulties that the Hmong experience in our society. During the various activities when I felt and I know they felt the 'human touch' among us, I knew that we were on the right track. ...Although I was in the project for a relatively short time, the experience will last a lifetime. ... In the short time that I worked with Chue and Mai the changes were phenomenal. They became more relaxed and were eager to share with me. That first afternoon I walked into their living room a stranger; the last afternoon I said good-bye to my friends." Sandy Harrigan, University Literacy Tutor.

"My student and I have been working together for only five weeks at this time, and I feel good about her growing interest and enthusiasm for books. ...I took her to the book sale at the library. We spend about a half hour there, looking through children's and adult books. She bought a few and I bought several also. We went back to her home and looked through the books we had bought. One book I bought for her was, The United States of America. This was an oversized book with many pictures and stories about the culture of the United States. My student enjoyed paging through this book, and I could tell she was anxious to try to read parts of it. ...This project has benefitted my student by increasing her inquisitiveness and her desire to learn and become more literate. She is now asking me questions about school, sports for her children, the library, and other things. I can see that she values and enjoys books more, both for herself and for her children. As she works to improve her literacy skills, there will be a positive impact on her children too. A real strength of this project I feel is the family involvement. The Hmong are family-centered in all of their activities, and that value system is very strong. As my student grows in her literacy skills, I find myself feeling a sense of satisfaction with my efforts, knowing that her progress also means more progress for her children." Mary Miller, University Literacy Tutor.

As evidenced in the description and evaluation presented here, the four instructional components functioned effectively in the application of the theoretical framework, thus forging an instructional model of literacy instruction for this population.

E. DESCRIPTION AND EVALUATION OF PROJECT ADMINISTRATION

1. General Considerations

Regarding the administration of the project, it is first necessary to state that there were three major problems which together hindered its smooth operation.

The first of these regards the roles and responsibilities of the sponsoring organizations. This project was administered by the University of Wisconsin-Green Bay and housed at the Hmong Community Center of the Hmong Association of Brown County. Both organizations were involved in the project planning stage. Once the program was launched, the Hmong Association was to serve in an advisory capacity, offering suggestions and support as needed. The original intent of the project planners was to work closely with the local Hmong community throughout all aspects of the project because the Intercultural Communication Framework and the Community Cooperation Network called for maximum input from the Hmong themselves.

Unfortunately, the Hmong community was undergoing extreme difficulty at the time, including sharp political divisions that

have ultimately resulted in an entirely new Hmong Center staff and a major loss of government funds to the Center. The project was, in a sense, caught between the groups and did not receive the support and cooperation originally intended. Although not obvious at the outset, it now appears that this crisis affected many aspects of the project, such as student recruitment, staffing, scheduling and ultimately, dissemination. The description and evaluation below should be viewed against this backdrop, although it is difficult to be certain how the program would have run more smoothly had these divisions not occurred.

A second, no less important difficulty in administering the project was the timing of the grant period. In fact, for an instructional program such as this, November 1 -October 31 was not an acceptable timetable. The instruction needed to parallel an academic year, along with start-up time for recruitment, hiring staff, staff development and project planning during the summer before the instruction, as well as time after the academic year for analyzing and reporting the results. As with the first problem, many of the difficulties encountered during the project, in this case, lack of staff training, small numbers of students and summer non-participation, could have been alleviated had the circumstances been altered.

A third and final issue related to the role of the Project Director. It became clear that, due to the two matters just discussed, the Director had to devote considerable time to compensate for the resulting difficulties. Given this less than ideal situation, the Director had insufficient time to spend on-site working with the staff and responding to substantive issues raised on a daily basis. The staff needed more frequent contact and more input from the Director. All staff reports attest to this problem. Many of the other difficulties that arose during the course of the project could have been dealt with more successfully had the Project Director been allotted sufficient time to deal with them as they came up.

Despite these three problems, the project staff carried on, meeting with a great degree of success, pedagogically speaking, as is evident from the other sections of this document. Presented below is a description and evaluation of each aspect of the project's administration based on staff reports.

2. Project Planning

Staffing. The project staff included: the Project Director, a Bilingual Consultant and a Family Literacy Consultant, a Bilingual Clerical Assistant (later referred to as Project Assistant because of the added responsibilities of this position), an ESL Instructor and two Bilingual Instructors, all of whom were assisted by volunteers, interns and tutors from the university. This, in principle, is an excellent staffing plan for a project of

this type.

In practice, there were difficulties locating and retaining adequately qualified staff for most of these positions, largely due to three factors: (1) the insufficient pool of candidates available locally, (2) the schedule, which dictated interviewing and hiring in late fall and (3) the part-time, temporary nature of the positions. As a result, the staff included one consultant who lived out-of-state, communicating via e-mail and quarterly visits, a bilingual assistant who left after four months of the project (and was replaced after a three-week gap), a bilingual instructor who had no teaching background and, most unfortunately, a notable lack of sufficient bilingual interns and tutors.

Student recruitment. Recruitment procedures included: flyers to all Hmong families, radio announcements, a display table at the Hmong New Year, meetings with directors of all area ESL programs, meetings with the Hmong Center staff and the Hmong Association Board of Directors, an orientation held with the participation of the pilot project students and, most importantly, word of mouth. Most of these strategies were not effective, resulting in only a few student registrations. It was primarily through word of mouth that most of the students entered the program. They had a trusted friend or relative who told them about the project.

This aspect of the project suffered from an insufficient application of the Intercultural Communication Framework, as well as lack of adequate time to develop and execute an appropriate recruitment plan. The plan as stated in the project proposal underestimated the difficulty of recruitment in the Hmong community, particularly of the population in question, nonliterate Hmong adult refugees. This group is very isolated and unlikely to respond most strategies. Of the 25 students who ultimately were recruited for the program, 19 had never participated in a program before this one. The remaining students were people who had plateaued in other programs and wanted to try an alternative approach. Although the numbers were well below the intended 40 students, at least the type of student the staff wanted to reach, did find out about the program.

Following the framework would indicate more extensive time spent with Hmong Center staff and Hmong Association Board members establishing a relationship and identifying the priorities of the project, showing them how this project was, in fact, innovative and would make a difference in the lives of the students recruited. The recruitment plan would also have to address the priority identified by many prospective students that they wanted to wait and see if the program worked before they signed up for it. Regarding contacting students, using individual phone calls and home visits by Hmong community leaders would tap into the familiar oral and cooperative traditions so prevalent in the Hmong culture. It was anticipated that the Hmong leaders would take responsibility

for the recruitment because they had the access to potential students and appreciated how the program could benefit such students, but, ultimately, they did not do this. There was insufficient groundwork on the part of the project planners.

Because of the low numbers, students were continually recruited and accepted into the program. This resulted in all of the problems of a rolling admissions policy, as well as the participation of students other than those for whom the project was originally intended.

Pre-testing and profiling. Each student who entered the program was interviewed and given a Hmong and an English pre-test.

The **Hmong pre-test** was a teacher prepared Hmong literacy test, including basic aural and written word recognition, as well as simple writing tasks, such as name and address. Based on this brief assessment, two proficiency levels were formed.

Later, the Hmong Elementary Literacy Test (HELT), (McGinn 1989) was obtained from its author and administered to the students. It was not a pre-test in that it was given to the students after two months of instruction, but it was felt that the test was too intimidating to administer at the outset. In fact, as it was, many students stated that since they did not read Hmong, they did not see why they should even try to answer the questions. The instructor attempted to explain the rationale of a pre-test, but this was difficult. Why ask me what you didn't teach me yet? This issue of administering a Hmong literacy pre-test remains unresolved.

Furthermore, the bilingual instructor did not believe that this test was appropriate for use with this population. As noted earlier, the test was designed specifically for secondary school students rather than for adults. In addition, the instructor felt that the questions did not match the type of work being done in the Hmong literacy classes in this project. Finally, the students themselves noted that some of the pictures appeared confusing or ambiguous and some directions were unclear to them. In general, this test did not fit the program very well. It was selected because it was the only known objective test of Hmong literacy available that had been piloted and successfully implemented to assess literacy levels.

The **English pre-test, the Basic English Skills Test (BEST),** was more positively received because students wanted to show what English they knew and because most of the students had heard of friends or relatives taking this same test. It is widely used in the Green Bay area's ESL programs for adults. This test is administered orally, on an individual basis. Unfortunately, some of the tests were administered by an untrained person who misunderstood the guidelines and coached the students. As a result

some pre-test scores were higher relative to the post-test than they should have been.

As was true for the HELT, the ESL instructor also believed that the test selected did not match objectives for the English classes, to be taught using the Natural Approach. The questions depended upon a discrete item approach to mastering English and stressed accuracy as a major criterion. The test was decontextualized and firmly rooted in the formal educational learning paradigm. It was selected primarily because an objective measure was sought and this one was familiar to the local ESL community, aiding the dialogue between the project and other area programs. It was felt that being able to report an increase of BEST levels would provide evidence of the success of the program in a manner easily received locally.

Regarding student assessment in general, the philosophy of the program supported qualitative over quantitative measures as more appropriate for this population. Changes in attitudes and behaviors were as as important as changes in proficiency levels. In addition, students who entered late or who had already been instructed in written Hmong made student assessment quite difficult in so far as objective measures were concerned. Thus, the pre- and post-test scores, although reported here, are not to be regarded as the primary measure of the program's success. Student progress was largely measured by intensive study of each individual student's successes. As a formative evaluation technique, anecdotal material was regularly entered in the instructor's journals, and as a summative technique, the staff used the discussion format, recording their student-by-student final assessments on tape at the close of the project.

Student profiles were completed by the clerical assistant, who interviewed each student and filled out a form. Profiles included important background information (see Appendix) that enabled the instructors to tailor the program to the students' needs and enabled the Project Director to review this information as part of the student assessment procedures. The interviews met with some resistance as the students did not all feel comfortable with the content and the format of the profiling. Initially, only the questions dealing with information that might change during the course of the program, such as attitudes and beliefs about native language literacy, were asked. Other questions were asked and filled in later.

Pre-testing and profiling were very time consuming and took several weeks to complete because of the students' schedules and the other obligations of the staff members involved. These activities need to be scheduled as a regular part of the program intake procedures and staff time needs to be allotted for it in advance and before classes begin. In addition, the cultural issues surrounding pre-testing and obtaining background information need

to be addressed to reconcile student comfort with the need for adequate and timely data collection.

Staff development. The staff received workshops and/or individualized sessions, as appropriate, based on the four theoretical constructs and the four instructional components. New staff joining the program, such as the replacement clerical assistant/bilingual instructor and the second semester interns, did not receive this training. The new staff was instructed to read the grant proposal and the training materials and to meet with the original staff to discuss specific implementation strategies.

Staff development fell largely into the hands of the Project Director, whose time, it has been noted, was insufficient. Staff training and support was an area that clearly suffered as a result of this. Some of the staff had taken courses previously with the Project Director and had already been trained in most of the areas the project required. The other staff members, however, were in great need of additional input and guidance, especially the interns and tutors.

The Project Director did observe each instructor and intern and met with them after the class to discuss the instruction. However, these observations, which nearly always resulted in improved instruction and deeper insight into the relationship between theory and practice, needed to occur more often. Staff development also took place informally during staff meetings, at which the staff discussed project objectives in light of weekly developments, and the Project Director constantly related theory and practice.

The role of the two consultants in the area of staff development was quite significant. On each of his three visits, the Bilingual Consultant observed classes/and or student activities, led student discussions about the program, spoke with individual students and met individually with each staff member. These consultations proved very effective in meeting the specific needs of each person. In addition, the consultant attended staff meetings and conducted open question and answer sessions at which key issues, such as the adjustment of the Mutually Adaptive Learning Paradigm, were discussed.

The Family Literacy consultant provided extensive training to the tutors and the staff members involved in family literacy activities. They were given an initial workshop presenting the theoretical framework and the rationale for family literacy, although tutors indicated more workshops were needed to handle the material in greater depth. They received extensive reading materials and instructions for proceeding with their Hmong family. They subsequently attended question and answer sessions to report on how the family literacy activities were going and get feedback from the consultant and the Project Director. These sessions,

although not frequent enough, were considered by the tutors to be quite helpful in allowing them to see what other tutors were doing and to give them more confidence in their own partnerships with their Hmong families.

In a project such as this, dependent for success on the practical application of principles and processes, the training component must be integrated into the schedule on an ongoing basis, not attached as a separate activity provided at the beginning of the project. The project proposal underestimated the significance of the staff development component and did not allow nearly enough staff time to implement it successfully. Nevertheless, the staff reports indicated that, although the quantity of staff development was insufficient, the quality was high, and any time spent reading and learning was judged worthwhile.

Curriculum and materials. The nature of the program dictated that instruction would be student driven, so that very little pre-planning took place in these areas. Basically, the staff was informed of what had been successful in the pilot project and given the relevant sections of the project proposal to read.

After that, plans for the first week of class were made. It was agreed that the first step was for the staff members to establish a relationship with the students by sharing something about themselves, preferably by bringing in an object of sentimental value and/or family pictures. The students would then be encouraged to do likewise. All communication would be bilingual during the first week, and the separate classes would not begin until after the pre-tests were administered.

Following the establishment of the various classes, the Natural Approach, Community Language Learning, Problem Posing and Hmong Literacy class, the students, it was intended, would provide input regarding curriculum, materials and instructional procedures. Methodology was considered the domain of the instructors, as it was based on second language acquisition theory and the Mutually Adaptive Learning Paradigm.

In fact, the students immediately stepped forward to eliminate one of the classes: the Community Language Learning class. They requested that it be discontinued and that in its place, the teacher record individual tapes in English for each learner to practice conversational English privately at home, with the teacher's voice as a model. The staff, in particular the Project Director, expressed concern that Community Language Learning was rejected because it so closely matched the Hmong learner's paradigm in terms of conditions, processes and activities. At once, this request forced the emergence of two major developments for the project: (1) the clear, effective application of the Participatory Curriculum Development Model and (2) the existence of the third learning paradigm (i.e. Hmong perceptions of the formal educational

learning paradigm). As teacher-researchers, the staff watched these development carefully and documented all subsequent evidence in their journals.

Regarding materials, initially no textbooks were ordered, but rather, the focus was on building a Hmong language library collection, to include at least one copy of every work published in Hmong. A great deal of prior work had gone into researching these materials; nevertheless, contacting publishers and obtaining the materials proved to be difficult and time consuming. Gradually, the collection grew and the materials were used by staff and students, primarily in the Hmong literacy class, but also in other project components.

In addition, classroom materials were obtained as needed so that students were equipped with supplies and teachers, likewise. These supplies consisted primarily of items that would be used to generate teacher prepared materials and student generated projects. In addition, however, as mentioned in earlier sections, the students insisted on textbooks for both Hmong and English classes.

3. Program Management

The project proposal established a plan of management, including an organizational chart, recordkeeping procedures and a timeline for the project (see Appendix). As the project was implemented, each of these underwent considerable change, as will be documented below.

Roles and responsibilities. Based on the organizational chart, each person connected with the project had a specified role and clearly delineated responsibilities. However, because of the staff turnover, differences in abilities and personalities of staff members and the insufficient time allotted for the Project Director, many of these responsibilities blurred for the staff and caused some unnecessary stress. This was noted by both project consultants. In fact, at the midpoint of the project, the staff decided to write down their own description of their roles as originally intended along with their actual responsibilities as they developed during the project. This activity was very revealing. Many of the staff members were engaged in activities that had not been considered part of their position description. The results of this exercise (see Appendix) indicated a need for reassessing the original organizational chart.

Budget and recordkeeping. Financial management and fiscal recordkeeping were conducted at three levels: the project level, the University level and the UW-System level. At the project level, attempts were made to maintain a day-to-day expense ledger; however, for various reasons that was not successful. The Project Assistant, who replaced the original Bilingual Clerical Assistant, chose an alternative to keeping a day-to-day ledger. At the end

of each month, the Project received a computerized ledger summary from the University Controller. The "up-to-date payments" were subtracted from the project balance. This told the project staff where it stood in terms of budget on a month to month basis.

Nevertheless, the results of inadequate financial management were that $4,000 in unspent funds had to be returned to the Department of Education at the close of the project. That amount could have benefitted the project greatly as funds were needed for several of the student generated projects, such as the newcomer's booklet, as well as additional field trips. It was evident that a staff member trained in this area was sorely needed. At the time of staffing, this was not given priority and, as locating bilingual, educated members of the local Hmong community was difficult, other qualifications were given precedence.

Timeline. The original timeline was revised due to the lateness of the formal written notification of the grant award. All activities were shifted by one month. In addition, the staff ascertained that the students were not planning to attend during the summer because of their gardening activities. The result was that classes, which needed to end in early June, would only run from December 1 through June 8, the time of the public school closing. Family literacy was scheduled to begin in March and continue to the end of the summer.

As mentioned earlier, this was not a useful timetable for a project of this type. The timeline needed to include an additional month for pre-instructional project activities, such as staffing, recruitment, staff development, establishing management procedures and pre-testing and profiling students. This two-month period should take place during the months of July and August. Classes should run from September through May, with the family literacy component beginning in January and continuing through the end of the grant period. The month of June would be devoted to post-testing and interviewing the students about the program, analyzing the data, writing reports and preparing dissemination materials.

Meetings and reports. Very careful attention was paid to setting up frequent staff meetings, monthly Advisory Board meetings and, when possible, meetings with the two consultants. Every staff member, including the interns and tutors, were required to submit written reports at appropriate intervals, detailing their project-related activities, analyzing them and evaluating their success. It was perhaps this element, more than any other, that provided the glue for the project administration, despite the various problems cited earlier. Minutes of the meetings, along with the staff reports constituted a running record of the life of the project, along with formative evaluations, both informally presented at meetings and formally presented in reports.

With respect to staff meetings, an attempt to cover all

aspects of the project regularly resulted in lengthy agendas and procedural items overtaking the need to discuss more substantive issues in depth. The staff reported feeling frustrated that these meetings did not always address their underlying concerns because they necessarily had to handle the "crisis of the moment," such as staff changes or budgetary questions. In addition, staff schedules precluded having all the staff present from start to finish at all of the meetings. Many meetings were held "on the fly" or with members missing. Even when classes were cancelled to provide the staff with long meeting times, because of the part-time commitments of the staff, many of whom were university students with class schedules of their own, it was difficult to find a time when everyone could attend.

Advisory Board meetings, although beset as well by scheduling and attendance problems, were, for the most part, very effective in helping the project keep on track. One staff member was present at each meeting, and, on occasion, a consultant attended as well. These meetings often tackled the most important problems of the project, such as recruitment, or later, dissemination. Many issues required the Community Cooperation Network to function more effectively, and the Advisory Board was a major factor in that network because it included people who were both involved in community work and knowledgeable about the project. Many useful suggestions came from its members: the Brown County Library, the Literacy Council, the Catholic Diocese, the Northeast Wisconsin Technical College and the two sponsoring agencies, the Hmong Association and UWGB. An important strategy that worked well in aiding both attendance and increased participation at these meetings was to request that a representative from each organization attend each meeting, even if the designated board member could not come.

3. Dissemination

As indicated in the evaluation of the project proposal, the dissemination plan needed further development. Many appropriate venues were identified throughout the course of the project. To date, dissemination efforts have included: local news articles, the reception for the Hmong library collection purchased partially through the project, communication with the Fresno project and presentations at a national adult literacy conference and an upcoming international TESOL conference. In addition, every Advisory Board member has materials describing the project, along with the Interim and Final Reports, and thus has the ability to pass along the results of the project to local groups.

Coordination with the Fresno project. Throughout the duration of the grant period, the two projects maintained contact through their Project Directors. As mentioned above this resulted in the exchange of letters and photos by the students in the projects. In addition, the two projects presented their interim results at

the Commission on Adult Basic Education (COABE) National Conference in New Orleans, June 7-11. This presentation resulted in several contacts with interested educators who have been following the Green Bay project and have since requested the final results. The joint presentation was extremely valuable in that similarities and differences in approach and outcomes were discussed and conference participants had the opportunity to both learn and provide input.

Local dissemination efforts. Locally, every effort was made to insure that the project was well publicized and that all related agencies and educational institutions had an opportunity to benefit from the insights gained in the program at the Hmong Center. Several articles appeared in the local paper. The Project Director reported on the project at the local ESL affiliate of Green Bay TESOL. The Advisory Board and the Community Cooperation Network, both integral parts of the project, enabled project staff to regularly dissemination information about the workings of the project. Finally, staff members reported on the project and handed out a brief description at the reception for the new Hmong Language Collection for the Brown County Library, which itself was a direct result of the project.

Further dissemination efforts. Plans for continued dissemination include additional presentations by project staff. The Project Director will present the general findings of the project at TESOL '94; the ESL Instructor and Problem Posing (volunteer) Instructor will present the instructional model, discussing what worked well and why, at Wisconsin TESOL. The Family Literacy Consultant will speak about the value of the bilingual approach to literacy at the Brown County Literacy Council. The Hmong Literacy Instructor and the Family Literacy Consultant will provide bilingual literacy activities from the project to the public school teachers at a staff development workshop for the Green Bay Schools.

Publication efforts include individual papers and reports on specific aspects of the project to be submitted to appropriate newsletters or journals and, possibly, a handbook for teaching nonliterate Hmong adult learners. The publications have been placed on hold until the Final Report has been completed and filed. Another factor in making plans for publishing project materials is that the Project Director has relocated and is no longer affiliated with the University of Wisconsin-Green Bay.

F. SIGNIFICANCE OF THE PROJECT

1. Theory-based Instructional Model.

Beyond the general findings, discussed earlier, perhaps the greatest significance of this project is that it demonstrated the old adage that "nothing is as practical as a good theory." Taken together, the four theoretical constructs proved to be a strong

base for the instruction that took place in this literacy program. Each of the four contributed greatly to the effectiveness of the project and the staff concurs that this project can serve as a model for similar projects throughout the nation.

This program succeeded in providing basic literacy skills and new awareness of the value of literacy to a population that had not responded well to previous efforts. Moving from the familiar to the unfamiliar, whether that be from native language literacy to second language literacy or from the native learning paradigm to the formal educational learning paradigm, served well as the guiding concept behind the entire theoretical framework. Examples of how each of the four constructs enabled project staff to meet its goals are provided below.

Regarding the **Intercultural Communication Framework**, the staff and the tutors followed the three guidelines of this defining principle very carefully. Strong relationships were established with students, as noted by the Bilingual Consultant and the instructional staff members themselves. The measure of the relationship was the students' willingness to voice concerns, make requests, and generally "tease" the teacher, behaviors which occur in this culture only in the context of a satisfactory relationship.

The priorities of both students and staff were continually identified so that many changes have occurred in the specific ways that the project components were implemented. For example, the students identified a strong need to have homework and tests, so the staff found ways to provide these in a nonthreatening manner. The staff identified a need to have learners try new techniques and methods, such as Problem Posing and the Natural Approach, so the students were flexible in working with the staff.

Finally, in making associations between familiar and unfamiliar concepts, the teachers made extensive use of native stories, pictures, and objects from the native culture in introducing new ideas. For example, the notion of data collection and surveys was introduced via pictures of people crossing the Mekong River in different ways, with tallies for the class as to how many people traversed the river in each way (see Appendix). This connected with the surveys at the end of the new history of the Vietnam War, Tragic Mountains by Jane Hamilton-Merrit, in which the students saw forms filled out by friends and relatives providing data about wartime experiences.

With respect to the **Community Cooperation Network**, the most effective means of connecting the project students to the community was through the very active participation of the Advisory Board. The Board, which met monthly, constantly made suggestions and pointed out ways to utilize community agencies and resources to complement the instructional components of the project. In the

proposal, the effect of the Advisory Board had been underestimated. In a small city such as Green Bay, a group of eight people, each representing a different institution or agency that works with refugees, can generate many new ideas and aid in implementing them. Because of the Board's level of awareness and participation, the project was being linked to the schools, the library, the hospitals, the social service agencies, and other local groups.

Once the network was established, many field trips were taken, and the students have learned about getting around, using maps and buses rather than relying on family members. The link to the community was strengthened as the tutors continued to work with many of the students and their families in the Family Literacy Component.

The problem posing units, in particular, benefitted from the application of this defining principle to instruction. By informing hospitals, the police, the transit authority and others about this project, the staff identified priorities of these agencies that could be linked to those of the students to use in lesson planning. For example, the police wanted the Hmong to have a better understanding of 911, which some of them appeared to be using inappropriately. A short problem posing code introducing 911 and using the context of a poison ingestion served a purpose for both the police and the students, who learned when and when not to use 911, as well as key vocabulary items for emergencies.

The **Mutually Adaptive Learning Paradigm**, as noted earlier, underwent major changes during the course of the project. This was entirely appropriate given that it was established as a process objective, and processes require flexibility and responsiveness on the part of those engaged in them. Initially, the staff followed the three guidelines for the paradigm. As the third paradigm became evident, however, there was increasing pressure to meet the perceived learning needs of the students and implement this third paradigm. In a sense, the staff superimposed the third paradigm on the Mutually Adaptive Learning Paradigm rather than abandon it. The instructors saw good results with the original strategies, but the students did not believe they were learning, according to the Bilingual Consultant (see Appendix). Thus, it was not the <u>construct</u> validity of the paradigm that was in question, it was its <u>face</u> validity. This is a key point because it demonstrates that a program based on theoretical constructs must take face validity into account in the design of its framework.

The **Participatory Curriculum Development Model**, the second process objective, had a tremendous impact, as the students gradually came to understand that the syllabus really did flow from them. The topics for all of the classes, to the extent possible, were generated by the students themselves. At first, they insisted it was the teachers' responsibility, but later, were brought along into the view of the participatory framework. As was noted

earlier, they elected to eliminate one of the original instructional components and replaced it with one of their own design. In fact, they became so enthusiastic about the notion of ownership of the program, that they literally dictated specific instructions, such as what type of notebook they should have and how the classes should be scheduled. These points go beyond curriculum, per se, but they are consistent with the spirit of adult student participation in program planning. Participation also occurred in the Family Literacy Component when students indicated to their tutors what they wanted to do together.

The approach of participatory curriculum development is a cyclical one, moving from listening to exploring and extending, then to taking action and finally to evaluating, which leads to new topics. In this project the students and teachers worked together effectively for the first three phases, but the large majority of the students were unable, even at the end of the project, to evaluate the choices they had made or to comment on their progress. It was primarily up to the instructors to guide the students through this fourth phase. So as not to break the cycle, the instructors provided more input than the model would suggest. That this adjustment was necessary was perhaps due to a combination of the cultural priority of the Hmong not to self-evaluate, as well as the inexperience of this group with any educational assessment other than objective testing. Thus, the instructors made the connection between actions taken and successful learning.

It is evident from this discussion of the framework that all four constructs played a role in the success of the project. In addition, they became interdependent, the defining principles facilitating the implementation of the process objectives. The Community Cooperation Network facilitated the out-of-class actions taken as a result of the Participatory Curriculum Model. The Intercultural Communication Framework, particularly, the identification of priorities, helped to improve the effectiveness of the Mutually Adaptive Learning Paradigm. Many other connections could be found as well. It was this interconnectedness, more than any other aspect of the framework that marks its significance.

2. Importance of Non-pedagogical Issues.

It will now be evident that the core of interest in this project was the relationship between theory and practice and the creation of a pedagogically valid model of literacy instruction for Hmong adult refugees. In the concentrated effort, notably of the Project Director, to pursue that end, many of the vital non-pedagogical matters relating to grant administration were allowed to go virtually unattended. Even for a research and demonstration project such as this one, the focus cannot solely rest on the collection and analysis of data but must also include the everyday planning, management and dissemination of the project itself.

The shortcomings that resulted from this unbalanced approach were detailed in the section devoted to the description and evaluation of project administration. To the extent that some of these shortcomings reflect areas, such as fiscal recordkeeping, that are generic, it simply reminds all grant administrators to see to the management details. However, to the extent that the areas neglected included cultural blind spots, such as the recruitment plan or the selection and training of bilingual staff, it demonstrates that a successful program for this population requires that the same theoretical base be applied to the non-pedagogical aspects as to the pedagogically relevant ones.

To add a positive note to this section, it would be important to describe two important activities to which the framework was successfully applied: the students' summative evaluation and the closing ceremonies.

The summative program evaluations were conducted in a group session by a representative from the Refugee Resettlement Office of the Catholic Diocese, a respected educated Hmong. He prepared a list of questions and, without the staff present, led a lengthy discussion of many aspects of the program. Originally, the students were to be given individual forms to fill out, with oral instructions and interview formats for those who needed them. Instead, the outside evaluator and the project staff decided on the open discussion format.

The results, although less quantifiable, provide honest, anxiety-free comments about the project by the participants. For example, the students mentioned that they liked the emphasis on reading but they wanted more emphasis on math next time. They also mentioned that, even with the changes to study Hmong and English on alternate days, they sometimes became confused when reading the two languages. Most of the students claimed that they would like to continue in the program and that they liked that the teachers spoke Hmong, not like other programs taught only in English. There were also many positive statements about quality of the instruction and the commitment of the staff. It is interesting to note that they did not mention the responsiveness of the staff to their needs, the many changes that were made as a result of their requests, or the extent to which they had ownership of the program. This brief evaluation session is illustrative of how the framework can apply to a non-pedagogical activity, as well as how important it is to use the framework for such a purpose.

In addition, as a final, follow-up activity, the Hmong Literacy Instructor made home visits to the students after the program ended. Her goals were to obtain any additional feedback on the program and to ascertain whether or not participation in the program had made a difference in the students' everyday lives. She found that, while some students remain isolated, many have new behaviors and attitudes that can be attributed to the project.

These home visits by a trusted teacher, who became a friend during the course of the project, are another illustration that the summative evaluation was affected by the theoretical framework.

For the closing ceremonies, the students planned and executed the event on their own (see Appendix). They decided on the list of invited guests, prepared and sent the bilingual invitations, planned and cooked the luncheon, defined the procedures for the presentation of certificates and, in general, organized the event in a way meaningful to them. The non-Hmong staff, in fact, was looking to the bilingual staff and to the students for cues as to how to conduct themselves appropriately.

Student pride at this event was evident. While they did not want to be asked to speak officially, several students spoke out spontaneously about the program and how much it had helped them. Many tears were shed by students and staff, and several community members who attended mentioned how touched they were by the ceremony. This event, both by the student initiative taken and by its emotional nature, attests to the impact of the program on the lives of the students. It also demonstrates the importance of another non-pedagogical aspect of the project.

3. Literacy Potential of an "Unreachable" Population

Finally, to state the significance of the project in terms of the goals for national literacy, this project has demonstrated that this virtually unreachable population of nonliterate adult Hmong refugees, can, in fact be reached through a project of this nature. Although the number of participants, 25 was not as high as anticipated, the great majority of those students who did participate showed demonstrable gains both affectively and cognitively as regards literacy.

To return to the original premise, these students will respond to a program that moves from the familiar gradually to the unfamiliar, a program that considers literacy in its cultural context and views it as a process, not merely a skill, and a program that considers students perceived needs a priority, along with the needs identified by the staff. Furthermore, the students responded to the invitation to take ownership of the program and mold it to meet their criteria, so that literacy could become meaningful to them in their everyday lives. It is this type of program, rather than the traditional approach taken in many adult education programs, that can bridge the gap for these adults from isolation to participation in mainstream, literate society.

G. RECOMMENDATIONS

It is the purpose of this section to restate in a concise and summative manner, the many suggestions presented throughout this report, along with additional recommendations submitted by the

staff in each of their individual final reports. While this report does not constitute a handbook as such, the information presented above, along with these recommendations and the extensive materials included in the Appendices should provide the essential ingredients for others who wish to establish a literacy program for this population. As noted, the dissemination plan includes the publication of a handbook for general use.

1. Administrative Recommendations

General.

a. Wherever appropriate, incorporate the two defining principles, the Intercultural Communication Framework and the Community Cooperation Network, in administering the program.

b. In general, consider the administrative aspects of the program as carefully as the pedagogical ones, even if classroom-based research is the primary focus.

Recruitment of Students.

a. Students should be recruited by orally sharing information about the project on an individual basis with each Hmong family.

b. The rationale for the program and its innovative nature should be made clear to the Southeast Asian employees of the Hmong Association or other agencies involved in recruitment efforts.

c. Community agencies, especially those to be represented on the Advisory Board and those with adult education programs, should assist with recruitment, by contacting potential students directly or by referring students to project staff.

d. Families, rather than only the nonliterate adult, should be targeted for the project. The adults are more likely to participate if the project includes a Hmong literacy class for their children. There was widespread interest and support for family Hmong literacy, especially during the summer.

e. Make it clear to all those recruiting that only nonliterate adults should be accepted into the program. If this is not clear, then the perception is that this is just one more English program for any Hmong to take.

Placement of Students.

a. Students should be placed separately for each language. Hmong placement should be based on familiarity with written Hmong or any other written language. English placement should be based on comprehension and, to a lesser extent, oral proficiency. For this population, heterogeneous grouping results in having the more proficient speak up and do the work for the others.

b. If students wish to move to a different section of Hmong or English, they should be permitted to do that, even if it is not their recommended placement. For example, some Hmong men could not accept being in the lower proficiency class.

c. Changes in levels are to be expected because some students will move more quickly than others. Be flexible in moving students when appropriate.

Staffing.

a. In hiring Hmong staff, despite possible questions from funding sources, it is more important to consider abilities and proven experience than credentials. As an illustration, for this project, a graduate degree in Public Administration did not insure adequate performance on tasks required for the clerical assistant. The undergraduate business major who replaced the original assistant did a far better job in this position. In hiring instructors, an undergraduate with a few education courses would serve the project better than a college graduate with no education background. Finally, bilingualism, biculturalism and an ability to relate effectively to older Hmong are all more important than English proficiency.

b. A major effort should be made to tap the resources of nearby colleges. Undergraduates can earn credit as bilingual interns, helping out with the literacy classes, and, if able, the problem posing classes. They can also do family literacy activities. This project suffered from a lack of bilingual interns. Most of the few Hmong students attending the local university found their studies too demanding to devote time to an off-campus project. The value of participating in a literacy program should be made clear to such students.

c. An effort should be made to provide stability in staffing the project. While university students may only participate for one semester, the other staff members should be able to commit to at least one year. The students find staffing changes to be stressful because they become attached to each staff member. For example, when the original bilingual assistant/instructor left the

project after three months, there was a traditional Hmong celebration for saying good-bye and thank-you, along with a great show of emotion.

d. The value of having as many bilingual staff members as possible needs to be weighed against the important of having a qualified and experienced person to handle expenses and other administrative details. This may require hiring two assistants because a bilingual assistant is needed to handle all administrative work to be completed in Hmong, such as ordering and organizing the Hmong language materials.

e. Part-time, temporary positions may work out in larger centers of Hmong residents, such as in Minneapolis or most areas of California, but in Wisconsin it would help to provide a full-time position to insure a more qualified pool of applicants. Many interested applicants could not move to Green Bay for the positions offered and the local pool for education Hmong was very small. This is true for most of the ten cities in Wisconsin with Hmong populations.

Staff Roles and Responsibilities.

a. This type of project requires an on-site director for 20 hours per week. Some of this time should be during classes and other time before and after classes.

b. The consultants need to be accessible to the staff for both scheduled visits and informal meetings as needed. The excellent bilingual consultant for this project was located out-of-state (no qualified person was found locally) and was limited in his ability to provide spontaneous guidance to the staff.

c. Roles of each staff member need to be clearly defined. Two areas of concern are the bilingual assistant/instructor and the instructor/intern distinctions.

In order to provide a better job opportunity, the bilingual assistant and (a percentage of) the bilingual instructor positions were combined. The result was a blurring of the responsibilities for these two positions. These two positions should be kept separate. The assistant needs to be available to help the instructors during class times and respond quickly to any administrative obligations. In general, the clerical demands can take over the instructional ones, and the bilingual classes may suffer.

Instructors and interns needed to have differentiated roles. Interns need to be supervised by the Project

Director and not by the instructor. They should be given opportunities to teach classes, but they should not have sole responsibility for any instructional component. A major role for the intern is to work with the class while the instructor sees individual students to make tapes for home study (see pedagogical recommendations). Another important role for interns is to work on teacher-prepared materials, which can demand great amounts of time by instructors, taking they away from other tasks.

d. Instead of the term "tutor," as the name for the university students meeting with individual students and their families, there should be a different term, such as partner. The tutor's role as friend, advocate, guide, expert on American culture, etc. was not fully understood by the project students. The students understood by "tutor" that the person was there to give extra help if the student did not understand the teacher in class. Much of the work actually was tutoring in literacy, but the term caused confusion and limited student participation.

Staff Development.

a. Plan several two-hour blocks of time before classes begin to provide staff with an understanding of the principles and process objectives for the project.

b. Include additional blocks of time throughout the project to conduct sessions relating the theoretical framework to the actual classroom situations as they are experienced by the instructional staff.

c. Separate the staff into two groups for staff development, those with extensive background in ESL and literacy and those needing an orientation to the field.

d. Allot sufficient time to on-site observations, which are extremely helpful to the staff and the Director. Plan time for post-observation conferences. These observations are not to be seen as evaluations of the staff but rather explorations of the teaching and learning process.

e. The consultant can provide additional insights and put in project issues and concerns into perspective. Have the consultant observe classes, meet with staff individually and generally complement the Director in staff development.

f. Some of the most valuable staff development is found in the informal meetings of different staff members sharing ideas together. The schedule needs to provide enough flexibility for teachers to have relaxed, ongoing communication in addition to planned activities.

Location of Classes.

a. Classes should be held in a convenient location for most of the target population.

b. The environment should be familiar to the students and the building itself, if possible, should be one that they have already come to know, such as the Hmong Center.

Timeline and Schedule.

a. The project timeline should be based on the school year.

b. Time is needed before classes begin, about two months, to train staff, get organized, select and purchase materials, and recruit and test students.

c. Hmong do pickle picking and farming for money, so many of them will not be available for regular classes during the summer. They can send their children to Hmong literacy class and do family literacy activities at home and with the university partners informally.

d. An all-day program would be best for the incorporation of this many components. Scheduling problems can be resolved if there are more time slots to work with. Also, the adult learners wanted and needed longer classes.

e. The Family Literacy Component needs to be integrated into the program from the very beginning. Starting Family Literacy after several months of literacy classes was a reasonable idea, but not a practical one. More students will be willing to participate in this component if it is perceived of as an essential part (which it is!) of the project.

f. Each instructional component should meet for a minimum of twice week to help students retain the material from class to class.

g. Keep the Hmong literacy class and the English class on separate days, or, for a full-day program, one in the morning and one in the afternoon.

h. Have a pre-arranged time set aside for testing students, both before the classes begin and for one month after classes begin.

i. New students should begin the program by meeting the staff during a non-teaching time, when they can spend sufficient time to get to know the new student. New students can be

admitted to the program during the first month only. It is important to allow one month for word-of-mouth to spread news of the program. Students can feel betrayed if they told friends or relatives about the program and find they cannot be admitted. On the other hand, the staff finds it difficult to integrate new students after one month of instruction.

j. Instructional staff should spend half of their project time in class and half on preparation, documentation, staff development, meetings, etc. The non-teaching half of their time should be spent, as much as possible, on-site for maximum benefit to the project.

Meetings.

a. To insure the integration of project components and the sharing of information about students, frequent meetings should be scheduled. These meetings need to include time for procedural matters and for general discussion. Two-hour blocks are recommended for these staff meetings.

b. Quarterly, half-day meetings should be scheduled either on non-teaching days (or by cancelling classes) to review the project and make revisions as needed. These longer meetings will help the students feel that the staff is meeting their needs by implementing the process objectives.

c. Informal meetings should take place daily as teachers discuss classes and coordinate activities, such as field trips or other projects. These meetings are important to day to day operations. Most useful are the discussions occurring immediately after classes. Teachers' schedules should permit them to be on-site at that time.

Program Documentation.

a. Use an intake form and create a folder for each student that all staff can use.

b. Keep portfolios of students' written work.

c. Record-keeping and journaling about each class and each student should be done regularly to facilitate evaluation. At the end of this project, for example, each staff member was able to submit a day-by-day account of the project activities, along with comments and reactions.

d. With the students' permission, tape (audio or video) classes often. These tapes are useful for students and staff.

e. Assign one staff member the job of documenting the project through pictures and videotaping. Pictures of field trips, class activities and staff meetings all contribute to a record of the project. For this project, the staff created a photo album with all the "high points" of the year.

Program Continuation.

a. During the project, enlist the Advisory Board to help insure that there will be local follow-up. Ideally, one of the educational institutions will add this program or use it to replace their current program. At the very least, components of the program or its principles can be incorporated into existing programs.

b. Help the students in the program decide upon their next step. They need to feel that the project was the beginning of a new orientation to America and to literacy. Build into the project adequate preparation for continuing the following year in an appropriate program.

2. Pedagogical Recommendations

General

a. Utilize the theoretical framework presented in this report to organize the project: the Intercultural Communication Framework, the Community Cooperation Network, the Mutually Adaptive Learning Paradigm and the Participatory Curriculum Development Model

b. Incorporate in all aspects of the instruction, the perceived needs of the learner, even when they differ markedly from the needs as assessed by staff.

c. Encourage the staff to help students understand and accept the framework for the project.

Rationale for Curriculum Design.

a. Maintain bilingualism as a given and do not force English use only, even during the English classes. This is a bilingual program.

b. Include students part of the decision-making process for all aspects of the program. Make changes as often as necessary in the design of the curriculum. Although at times confusing, the changes usually made the program better and, as a result, students felt more ownership of it.

c. Even if students are slow and hesitant to respond to participatory approaches to curriculum, don't give up.

Slowly trust and confidence will lead students to embrace the Participatory Curriculum Development Model.

Programming.

Note: Although these programming recommendations came directly from the students in our project, students elsewhere may elect to conduct their program differently. Use this as a guide only.

a. Classes should last for at least 90 minutes.

b. Each language should be studied on a different day.

c. Constantly review previous lessons. Go back at least a week on a regular basis. Extensive review is demanded and appreciated.

d. Make sure homework and tests are given regularly. They should be short and very focused on the specific items taught.

Instructional Components.

General: Plan for five components, Hmong Literacy, the Natural Approach, Problem Posing, Family Literacy and Individualized Conversation Tapes. The first three of these should meet at least twice a week. The last two can meet on an individual basis with frequency determined by the interest and ability of the student.

a. Begin with a strong Hmong language component. Emphasize Hmong literacy over all other aspects in the first months. Students will request a primer and phonics instruction, but be sure to include whole language activities and especially, reading Hmong stories and novels to them as they listen.

b. In English classes, follow the guidelines of the Natural Approach, but add the processes from the third paradigm, giving them the more structured atmosphere they associate with school based learning.

c. If there are several levels, hold the Problem Posing for the more advanced students or wait until the students are into the program for several months before introducing it. Even when taught bilingually, this approach can be too difficult for the very beginning student.

d. Match the student very early in the program with the English speaking partner for Family Literacy. Have the partner come to classes, meet the student after class, and finally, begin

to schedule activities.

e. Include another component, making individual tapes with the language each student requests. The teacher records sentences or expressions or asks questions on the tape. The student takes the tape home to listen and, if possible, respond and converse with the recorded voice of the teacher. These personalized cassette tapes for home practice allow for each student's interests and abilities to be addressed.

Content.

a. The working world. Be sure to make selections that are appropriate for this population. Most programs and materials discuss finding a job etc. in a manner not-consistent with reality for these students.

b. Math. Include subjects that students can understand in applied terms, such as wages and graphs from newspapers. In addition give them traditional mathematics problems to solve.

c. Food. Anything to do with food would be welcomed, including buying it, growing it, cooking it and, of course, eating it.

d. Culture. Information about America, along with opportunities to explain Hmong traditions to teachers, can be an enjoyable part of this program. It is important never to convey a sense of "Americanization," which is the antithesis of the approach taken in this project.

e. Locales. Knowing the new town and beginning to think of it as at least an acceptable environment, requires being able to identify local places, key people, common occurrences, etc. In Green Bay, everyone has to know who the Packers are and where the Bay is. Students wanted to know more about the town and its local traditions. This builds new schemata that will facilitate communication with the mainstream.

Learning Activities.

a. Field trips. Going to places in the community, with many hours of both preparation and follow-up, is essential to this project. Suggested destinations are: grocery stores (Asian and non-Asian), museums, zoos, hospitals, police stations, schools, libraries and any community agency serving refugees.

b. Class surveys. These fact finding activities can provide interesting information and can help develop critical thinking skills. These surveys need to be conducted only on topics comfortable for the students.

c. Biliteracy activities. Although reading and writing in the native language is designed to precede reading and writing in the second language, include activities in which English is also presented in its written form.

d. Coloring. The students enjoy taking pictures and using colored pencils to make beautiful drawings to hang on the walls of the classroom. They take pride in these pictures and they are also developing their small motor skills. They do not consider this a child's activity.

e. Copying. Have the students write down what is on the board and put it in their notebooks. Also have them try to write what is being said. They enjoy reproducing material already presented and practicing it many times. They do not consider multiple repetitions of one item, orally or written to be at all boring or demeaning.

Materials.

a. Textbooks. Order a primer for the Hmong class and a beginning text for English--not a literacy workbook, but a content-based workbook with pictures and activities. Use them sparingly, but enough for the students to feel secure. Be sure to incorporate the content into the lessons so the texts are not seen as isolated from the rest of the curriculum.

b. Hmong language collection. Order as many materials in Hmong as possible. Be sure to check for the type of Hmong needed by the students: White Hmong and/or Green/Blue Hmong because the materials are usually written in one or the other.

c. Supplies. Provide the students with notebooks, a folder, pencils and any other materials they may need for the project. They consider it very important to be given supplies. They do not consider it better to go and select their own. They expect the program to provide everything they need to participate. This gives a positive image to students that the staff really cares about their education.

d. Maps. Have a globe (Fisher Price makes a wonderful globe that has slides of places in the world inside and can help them relate the map to actual people and places.); put maps of the city, the state, the US, the countries of Southeast Asia and the world up on the walls.

e. Miscellaneous Items. Many other items will be needed (budget for them!), such as food and paper goods, craft supplies, film for cameras.

f. Computers. Although not used in this project, it was discussed as a possible goal to have students work on

computers (there were some at the Hmong Center location). Eventually, by e-mail, the students could communicate with relatives and friends in other cities with large Hmong populations.

Student Evaluation and Testing.

a. Locate an appropriate test for Hmong and for English that is consistent with the philosophy of the project. Be sure that all students take both the pre-test and the post-test. Make this a priority and explain its importance to the students.

b. Give periodic tests of matching, oral and written, and other basic tasks, to help students see their progress and to feel that their demand for tests is being heard. These tests, however, are not to be seen as the measure of progress, so much as other more integrative measures, such as new uses of language and new behaviors.

c. Create testing procedures for problem posing that are tied to real life situations.

d. Use portfolios to collect student work. With their permission, select some items to place in their file. It was not effective to ask the students to do this themselves because they did not have any interest in this activity.

e. Have periodic staff discussions of each student's progress and how any changes may improve matters for that student.

This concludes the section on recommendations. In addition to the specific items listed here, the reader is referred to the various sections of the report, which outlined in detail how the project was organized and implemented. It is hoped that the information in this final report will be useful to others engaged in adult literacy, especially educators who are focusing on meeting the needs of nonliterate adult Hmong refugees.

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APPENDIX A: Sample lesson plans for instructional components

EXPLICIT TEACHING LESSON - HMONG LITERACY

Situation: The Lower Proficiency Level students will continue to discuss the map of Asia, which we left off on Monday.

Lesson: Students will learn new terms on currencies. They will be working with the map of Asia.

Objective: 1. Given the maps of Asia, the students will color each territory with a different color and label it with a correct name with 100% accuracy.

2. Students will identify each country with the correct term for the currency used with 100% accuracy.

3. Students will share their family histories in class verbally in Hmong.

Materials needed:

The Asia map for each student, color pencils, list handouts, and pencils.

Step to the lesson:

1. When the students enter the classroom, there will be a word "Asia" on the board. Students will name six countries that were discussed on Monday. The teacher will write them on the board. (Russia, China, Laos, Thailand, Vietnam, and Combodia.)

2. Students will be asked what continent these six countries belong to.

3. Students will be given the Asia maps and handouts that list the names of these six countries. They will color each country with any color they prefer and label the names of the countries by using the handout as a guide.

4. I will take 8 to 10 minutes to review the terms from

last Monday. If there is any question, students should ask for clarification before we get into the map exercise.

5. State the objective: "We are continuing to discuss "Asia". You will be working on a map which I just handed out to you. You may now look at your map."
   (Students should wait for further instruction.)

6. First, students locate the countries and color them. Then, they label the correct names for each country.

7. Second, students identify the terms for each country's currency.

8. Third, students must share their family histories and their migration process verbally in class for the remaining hour.

Evaluation:

The students will be evaluated on the knowledge of their reading, their ability to locate and identify each country with the correct names, and their understanding of the terms for the currency that each country uses.

NATURAL APPROACH LESSON PLAN

I. Background

A. Description of the students:
Beginning level Hmong adults; ranging in age from 18 to 59 years; some outgoing, some in the silent stage of second language learning; none with any formal schooling; none employed.

B. Description of the class:
Twelve students; attendance fluctuated; class met 12:30 to 2:45 two days a week.

C. Description of the syllabus:
Student generated.

II. Recent class work

Part of building a relationship involved learning about each other. We shared our experiences. Part of their life experience was crossing the Mekhong River, both how and what year. The information was gathered through student's drawings, families sending notes, and the bilingual staff. This information was charted on the chalkboard. All students had learned to read each others names, a task they couldn't do at the start of the program.

III. One day's plan

A. Overall objective:

Enable students to share their life stories.

B. Specific objective:

Communicate how they crossed the Mekhong River and when.

C. Materials:

Colored pencils.
Picture (attached)

D. Procedure:

1. Introduce the picture and vocabulary
   a. Vocabulary: Laos, Thailand, Mekhong River, Flag
   b. Color the flags

2. Phrase questions so that only a name is needed for the answer.
   ex. Who rode a raft across the Mekhong River?
   Who swam across the Mekhong River?
   Who was pulled across the Mekhong River?
3. List all the years on the chalkboard. Have the students write their names under their year.

4. Phrase questions so that only a name is needed for the answer again. This activity provides a great deal of listening practice before the students are expected to answer with verb forms and years.
   ex. Who rode a raft across the Mekhong in 1987?

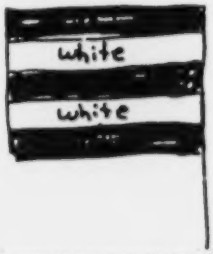
E. Review:

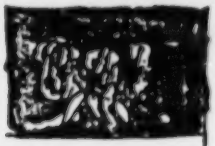
Play an index card game using using pictures of food they cut out of magazines earlier in the program. It is necessary to review each week all previous English taught.

Laos

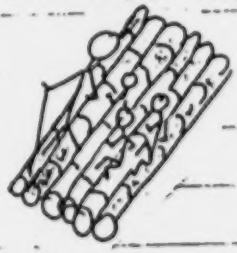
Thailand

Mekhong River





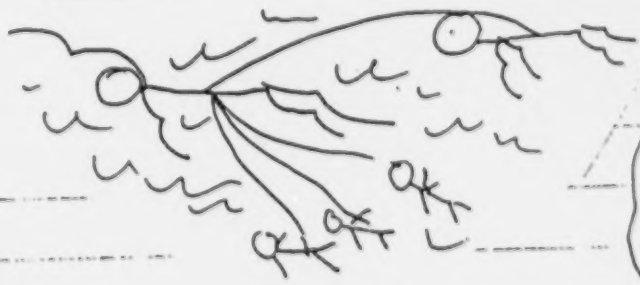
rode a raft across the Mekhong in



Ying		1979
Mai		1987
Yer Vang		1979
Yee		1987
Mai +2		1979
Chue	swam	1988
Ma	swam	1978

Nai was pulled 1986

Lee was pulled 1988



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PROBLEM POSING LESSON PLAN

BUS TRANSPORTATION UNIT excerpts

Key questions to answer in this unit:

1) What do you see (in the code)?
2) Does what you see represent a problem for you?
3) Why?
4) Why is it important to know how to (use the bus)?
5) What can we do to solve this problem together?

First class bus trip: Day One

1. Identify a problem in the new code -- a magnified portion of a Green Bay map

2. Locate on the map the Fox River, the Hmong Center, home (if on the map), Lee's Oriental Food Store and North Broadway Street

3. Trace the bus route from the Hmong Center to Lee's Oriental Food Store and vice versa

4. Predict landmarks on the bus trip to and from Lee's

5. Review English expressions introduced in the bus transportation unit thus far

6. Pronounce and comprehend "I want to get off at _____ St." and "Does this bus go to _____ St.?"

7. Role play mini-interactions using these two sentences

8. Plan the bus trip to Lee's Oriental Food Store

First class bus trip: Day Two

1. Recognize two quarters and one dime (bus fare) as 60 cents

2. Review predictions of landmarks to be seen on the bus trip

3. Take Bus 12 from the Hmong Center to Lee's Oriental Food Store and vice versa

4. Put fare into coin slot on the bus

5. Push or pull the bell before exiting the bus

6. Process the experience upon returning to the center (problems, successes, landmarks, surprises)

7. Review the previous lesson's English

APPENDIX B: Student outcomes for Problem Posing

1. A few students now use the city bus transportation to go to school, to access community resources, and to visit relatives and friends. Other students either drive or continue to have family members drive them to fulfill their transportation needs. Though all students used the bus for field trips throughout the Project, not all were assertive enough to accept the offer by teachers for one-on-one practice. Teachers would have been more persistent with these students had not the individual practice taken so much time.

2. Many students when shopping could identify medications and their purposes on the store shelves that were presented and learned in the classroom. One student dramatically illustrated this by locating and categorizing Immodium, excitedly saying, " Teacher! Immodium. For diarrhea."

3. In testing the students' knowledge of what medicaion to take to relieve various symptoms, all tested students correctly matched all medications with symptoms. Categorizing medications was more difficult. Though students were never tested on the categorizing of medications, some practice was provided in class. I think the reason students struggled with this task was not so much that categorizing was a new type of literacy task as it was a task that required too much English reading.

4. Some students did not know the different values of American coins at the start of the making change unit. However, 75% of the students correctly identified 100% of the values of the five coins at the end of the unit. The remaining 25% of the students correctly identified the values of 80% of the coins.

5. Seventy-five percent of the tested students correctly determined the value of different combinations of American coins and paper money.

6. All students were tested for making change in a simulated store setting in class even though the we did not have time to complete the unit. One student made correct change in all test problems. Two made correct change in 80% of the problems. Two others made correct change in 60% of the problems. One made correct change in 40% of the problems, and another one made change in only 20% of the problems. One student was unable to made correct change in any of the problems.

7. When shopping at the mall, I observed no students checking their receipts and change to see if they received correct change. Receipts required too much reading for students to have any confidence in reading all of the numbers, letters, and abbreviations.

8. According to the evaluation plan, students were to have been asked to compare their previous ability to analyze and deal with problems and their ability at the close of the program. They were to have commented on noticed changes. See the individual evaluation reports from Shew for this.

9. This account, submitted by ESL Instructor Betty Cicero, is further evidence of using skills learned in the Problem Posing class.

My friend was helping one of the project students learn to drive. When she arrived at the student's house for a driving lesson, the student was out practicing by herself. A considerable time lapsed and finally the student called home to tell her family that she was lost. She told them that she was in a small town. The student became the topic of conversation in the neighborhood Hmong Community Several neighbors drove off looking for her. After a while the student drove in looking quite proud of herself. When asked how she found her way home, she said that she told the gas station man that she was lost and then told him her address. He drew her the directions home which she successfully followed. It seems that the neighborhood was more upset than the student. How proud she must have been.

APPENDIX C: Sample Family Literacy tutor paper

242-301 PROJECTS IN THE COMMUNITY:

HMONG/ENGLISH ADULT LITERACY PROJECT

DR. HELAINE MARSHALL

MAY 25, 1993

HEIDI MEISSNER

I. GOALS AND EXPECTATIONS

A. GOALS AND EXPECTATIONS OF THE PROJECT

B. GOALS AND EXPECTATIONS OF MYSELF

C. GOALS AND EXPECTATIONS OF HMONG FAMILY

II. DISCUSSION OF HMONG FAMILY INSTRUCTION AND RELATIONSHIP TO ASSIGNED READINGS

III. ASSESSMENT OF EFFECTIVENESS AND ATTITUDE CHANGES

I. GOALS AND EXPECTATIONS

A. From the Elgin YWCA Family Literacy Project model, the Green Bay Hmong/English Adult Literacy Project adapted three goals to be established that would be important to the adults and children involved in the literary activities. These three were:

1) Self-esteem enhancement through literary interaction;
2) Realizing the importance of language acquistion through activities;
3) Feelings of empowerment and capability.

The expectations of this project were that:

1) Non-literate students would progress in their acquistion of Hmong and English;
2) The cross-cultural communication framework (Developed by Marshall, 1990 and discussed later) would be successfully implemented to ensure "emergence of literacy;"
3) The Green Bay community (Green Bay Area Public Schools,

Brown County Library, the Literacy Council of Brown County, and Northeast Wisconsin Technical College) would become a cooperative network for the students in this program.

B. My goals at the beginning of UWGB's Spring semester included:

1) Getting to know more about the Hmong in America and thus educating those I come in contact with;

2) Learning some Hmong, both spoken and written, if possible;

3) Becoming a resource for a Hmong family;

4) Growing in my instructing abilities.

C. Although I have not specifically asked my family what their goals and expectations for this project were, I can suspect that among them were to:

1) Have an English speaker in their home as a model;

2) Become less dependent on their son (who is 10) to translate for them.

II. DISCUSSION OF HMONG FAMILY INSTRUCTION AND RELATIONSHIP TO ASSIGNED READINGS

One of the first activities we did was to put together the "World Map" 83-piece puzzle I had brought along. I was curious to find out how much geography they knew and if they could point to the places where they had been and where their family was. I had read in the Handbook (c. 1988, p.3, p.5, and p.7) where Hmong

groups have resided, the reason for fleeing Laos, and when Hmong people started coming to America, and wanted to know their experience.

From my first and second meetings with my family, I became curious about the hopsitality and royal-like treatment I received. Then I read in a handout given to us at our first project meeting that Hmong regard "teachers" as having higher social class, thus treating them with respect (and not allowing them to wash the dishes they used!)

I read in the Handbook (p.19) that Hmong parents are more affectionate with their children than American, or other Western parents usually are. I found this to be true as I observed the interactions between Xiong P. and his mother, and wondered why this was not the case between Xiong P. and his father, so in the Handbook (p.15), I found that the father's role in the son's life is to model how to act as a mature man. I suppose, then, when I am not there, Da T. lets Xiong P. try new things, deal with family business, and instruct him on ways adults solve community and family problems. I have also noticed that when family or others come over, Xiong P. is not excluded from the discussions, and is encouraged to stay and listen.

I have noticed, on a number of occasions, that Xiong P. helps his mother with her schoolwork, especially her math. I wonder if this has something to do with what I read in the Handbook (p.34); "...Second, many of them [youth, but it applies to

this situation as well] came to this country with a weak background in the sciences (math, physics, chemistry, biology)..." I also observe Xiong Pao's parents letting him do what he wants when he is home from school. I would not expect them to tell him to do his homework, but might expect that from an American parent. The Handbook mentions the fact that although Hmong parents are concerned about their children's schooling and want them to do well, they will trust their children to know what needs to be done as far as homework, and are not likely to check the work to see that it is done correctly (pp. 35-38). The latter point may very well be that the Hmong family does not know how to read much English and trusts that the educators will follow up on their child.

Chapter 4 in the Handbook (specifically pp. 79-82) has been the most beneficial in my thinking and planning for this family. I do not mind when the family members talk in Hmong around me, because I know that it is important for Xiong P. to be knowledgeable about his native language (p. 81), and that it is essential in Mai's learning for her to have "visual and sensorimotor skills", such as eye-hand coordination and holding a writing instrument (p. 82).

III. ASSESSMENT OF EFFECTIVENESS AND ATTITUDE CHANGES

Although we have not utilized the community's resources to

their full extent, I have found the Hmong Center a valuable resource for instructional materials, and appreciate their openness in allowing me to come and observe the English classes Mai attends. My family does not feel comfortable going out of the home, and I am determined to change that, first by getting them to trust me (which I am sure they have begun to do), then to entice them to go to the downtown library by bringing books and tapes and videos that capture their attention and make them want to obtain more. I am not into forcing others to go against their will, and especially not my Hmong family, for I am trying to be cautious as to what may break our relationship and trust.

I have noticed changes in my abilities and attitudes in the past four weeks. My goals at the beginning of the project seemed vague and I was terrified of making a mistake in instructing my family. Now my goals are much more attainable, and I want to help fulfill the overall goal of the project: to change illiteracy to literacy. Making a mistake is not such a bad thing, as humans are in the habit of doing so, and I have tried to dispell the notion that I, the "teacher" am doing everything correctly and according to plan. All four of us know that some of our plans (going to the library, watching the news on television) have been changed/revised to fit the needs of the situation.

My attitude about this project has been modified through the Education classes I am enrolled in, and I am trying to apply what

I have been learning about general education to this unique situation. I realize the impotance of linking learning with what is happening at present, having a goal for that lesson, keeping my own goals for the project in mind, planning with the students rather than always for them (thus allowing for independence and communication of needs), carrying out what was planned, and reviewing the activity (an area I need to implement more often).

The attitudes of my students, especially Da T.'s curiosity about the English language, his desire to practice and learn have not changed so much as they have become increasingly apparent as I continue to work with them. Mai is always informing me what my English phrases are in Hmong, Da T. is always asking me to go over English letters and numbers, Xiong P. feels more comfortable having me around, and hopefully, I am reinforcing the ideas and concepts Mai is learning in her English classes.

CONCLUSION

As I hinted at before, I want to continue working towards the overall project goal. I do not wish to leave my Hmong family until they can read and understand English more than enough to "get by", but also that they will become curious about the world around them and seek to learn. This project has generously taken me, an unsure Education/ESL student and helped me to see that not

all learning takes place in the calssroom or at wooden desks, but through communication, relationships, interaction, planning, doing, and reviewing. I am becoming a window in this Hmong family's life, allowing them to see an American close up and personal, and I hope to become a door to the many resources and opportunities in store for them.

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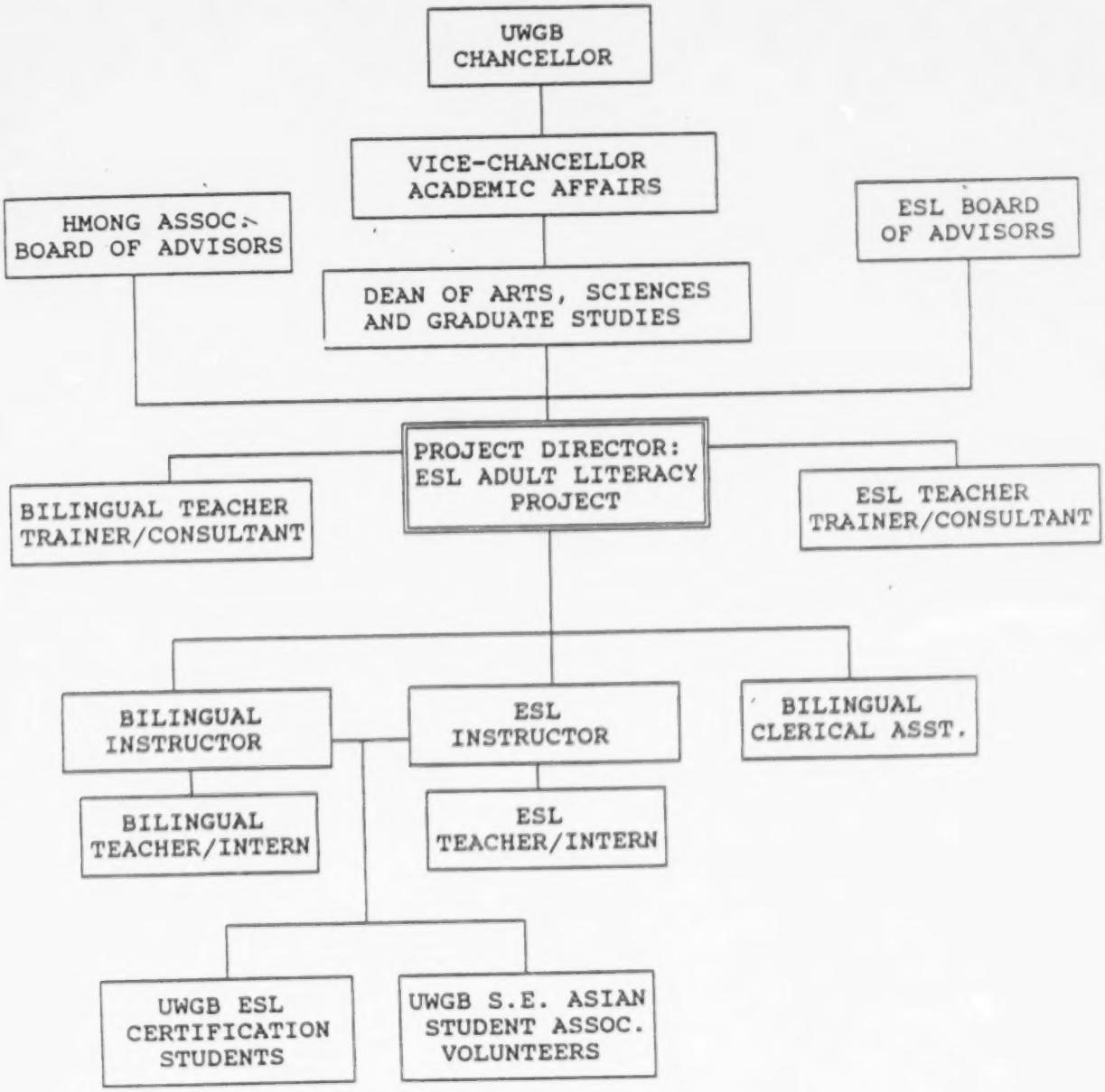
APPENDIX D: Organizational Chart, with responsibilities

ORGANIZATIONAL CHART
ESL ADULT ENGLISH LITERACY PROGRAM



HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT

JOB DESCRIPTION

Helaine Marshall: Project Director

TIME COMMITMENT: 10 hours/week

INSTRUCTION/ STUDENT CONTACT

Attend special celebrations.

ADMINISTRATIVE

Link to National Institute for Literacy.

Link to other Projects.

Link to Optimist Collection.

Provide guidance and feedback to staff.

Train and supervise interns and tutors.

Plan and run staff meetings.

Oversee budget.

Facilitate communication between advisory board and staff.

Supervise collection of data.

Conduct analysis and interpretation of findings.

Prepare reports on project findings with staff input.

Prepare handbook (final report alternative) with staff input.

Link up with other federal funding sources.

Attempt continuation of NIFL finding.

Link up with local institutions to find alternative funding.

HMONG/ENGLISH ADULT BILINGUAL LITERACY PROJECT

JOB DESCRIPTION

Xia Mee Moua: Project Assistant/Bilingual Teacher

TIME COMMITMENT: 20 hours/week

INSTRUCTION/STUDENT CONTACT

Assist in teaching courses in English literacy.

Teach Problem Posing bilingually.

Test and evaluate students.

Translate when needed.

ADMINISTRATIVE

Facilitate Family Literacy activities.

Assist Director with planning and program evaluation.

Assist with development of project forms and materials.

Assist participants with required paper work.

Record and maintain data for project and student files.

Keep budgetary records.

Submit requisitions for all project expenditures.

Keep tract of child care personnel's time sheet.

Order books and materials.

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HMONG/ENGLISH ADULT BILINGUAL LITERACY PROJECT

JOB DESCRIPTION

Elizabeth Cicero: English Instructor

TIME COMMITMENT: 20 hours/week

INSTRUCTION/STUDENT CONTACT

Make necessary announcements.

Greet each student daily.

Assist students with role taking.

Plan and teach lessons in English literacy.

Provide support and assistance on field trips.

Test and evaluate students.

ADMINISTRATIVE

Assist director with planning and program evaluation.

Report attendance to Hmong Center office for Job Service.

Keep a journal.

Organize field trips.

Obtain speakers.

Provide a link for family literacy activities.

Gather data for family literacy program.

HMONG/ENGLISH ADULT BILINGUAL PROGRAM

JOB DESCRIPTION

Shew Ho: Bilingual Instructor

TIME COMMITMENT: 10 hours/week

INSTRUCTION/STUDENT CONTACT

Greet students.

Teach Hmong lessons.

Translate for the English teachers and the students.

Test and evaluate students.

Recruit new students.

Discuss problems and meet students' needs.

ADMINISTRATIVE

Validate enrollment to Job Service.

Link this project to the Fresno Project.

Recruit bilingual volunteers or interns.

Recruit new students.

HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT

JOB DESCRIPTION

Robin Bowersock: Project Intern

TIME COMMITMENT: 10 hours/week

INSTRUCTION/STUDENT CONTACT

Teach Problem Posing.

Assist with Natural Approach.

Help students with personal problems.

ADMINISTRATIVE

Document all activities.

Xerox materials.

Check nursery.

Plan lessons and create materials.

Organize and match tutors and students.

Speak with tutors about their students.

Introduce tutors to students.

APPENDIX E: Timeline

HMONG/ENGLISH BILINGUAL ADULT LITERACY PROJECT
Funded by the National Institute for Literacy

Revised Timeline

The following timeline summarizes when the primary activities of the project will occur and who will be responsible for conducting them.

ACTIVITY	TIME PERIOD	PERSONNEL
Program publicity and student recruitment	November 1-November 30	Project Director, Clerical Asst., Program Instructors, Advisory Boards
Teacher training, staff meetings, board meetings	November 1-November 30	Project Director, Teacher Trainers/Consultants
Development of forms, tests, and course materials	November 1-November 30	Project Director, Program Instructors, Clerical Asst., Teacher Trainers/Consultants
Finalize course design, select participants, conduct pre-testing	November 15-November 30	Project Director, Program Instructors, Teacher Trainers/ Consultants
Conduct project components 1 through 4:	December 1-June 15	Project Director will oversee all instructional components
Native Language Literacy (Hmong only)		Bilingual Program Instructors, student assistants
Community Language Learning (Bilingual)		Program Instructors, student assistants
Problem-Posing Component (Bilingual)		Program Instructors, student assistants
Natural Approach Component (English only)		ESL Program Instructors, student assistants
Develop Component #5: Family English Literacy	December 15-February 28	Project Director, Teacher Trainers/Consultants
Conduct Family English Literacy Component	March 1-August 31	Program Instructors, student assistants, Hmong Center staff, participants' family members
Testing, evaluation, and recordkeeping	On-going	Project Director, Program Instructors, Clerical Asst., student assistants

Hmong and ESL Advisory Board meetings	Monthly	Project Director, Hmong Assoc. and ESL Advisory Board members
Planning for continued support of bilingual adult literacy programming and solicitation of necessary financial and human resources	On-going	Project Director, Teacher Trainers/Consultants, ESL and Hmong Board members, community and public school officials, and UW-Green Bay grants officer
Expand Family Literacy Activities (public library, Literacy Council, field trips, small group projects, etc.)	June 15-August 31	Program Instructors, student assistants, participants' family members, Brown County Library staff, Brown County Literacy Council staff and volunteers, community volunteers.
Final testing, individual assessments, compilation of all evaluation data, orienting students to follow-up programs	September 1-September 30	Project Director, Program Instructors, Teacher Trainers/ Consultants, Clerical Asst. student assistants, Hmong and ESL Board members
Analysis of evaluation data, completion of final project report, planning incorporation of successful elements of project into other area programs, planning of local, regional, and national dissemination efforts	October 1-October 31	Project Director, Program Instructors, Teacher Trainers/ Consultants, Clerical Asst., Hmong and ESL board members, local ESL and Adult Literacy service providers

APPENDIX F: Bilingual Consultant reports

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Observation Report: December 21-23 Visit to the Hmong Adult Literacy Program in Green Bay, Wisconsin.

By

Andrew G. Xiong, Consultant

Students

Before I begin my first report, I would like to remind everyone with association to this project that we all need to be realistic in the expectation of dramatic outcome or achievement. First of all, these are non-literate students, adults and furthermore, they are Hmong. Some of you might not have realized that the Hmong written language was invented only in the mid-1950's. Forty-two years is hardly enough time to have an impact on an oral culture such as the Hmong. That means that within a year period or the duration of this pilot project, we cannot expect dramatic changes that will require five to seven years to achieve. It took me and many young people like myself that long to achieve a literate proficiency and with adults, it is likely to require twice as much time. Nevertheless, what behavioral or social impact that comes out of this program will greatly enhance the will or motivation, the change of attitude about gaining new knowledge, and the willingness to adapt to new and different ways. This will eventually help the students to understand their own life-long pursuant of education for more meaningful and productive lives. I believe that that is the first step and also the key to literacy. From this perspective, this adult literacy project is on the right track and I have

observed some of its initial impacts.

My three-day observation was at times encouraging and also expectedly frustrating. I was very impressed by the students' aggressiveness and outspokenness. All of the students agreed that the half day Hmong language and half day English curriculum was too straining and difficult for them as they were required to switch train of thoughts from one class to another. Their evaluation of the schedule and demand for a solution with at least a full day of one language at a time was an unexpected reaction. Normally, Hmong do not speak out their feelings or opinions to pay respect and that was an admirable action that took tremendous courage to do (I was surprised when they raised their concerns through me). I also observed students attempting to communicate to the English teachers without requesting for assistance from English speaking students and translators. The showing of no fear in making mistakes is probably the biggest improvement in the program's first three months of existence because one of the weakest characteristics about the Hmong people is the idea that one must always save face. That is why many Hmong do not feel comfortable giving and receiving feedback, even when constructive. Attitudes such as these will help tremendously in future classes.

Prior to my observations, from my insight as a Hmong, I anticipated some setbacks. I felt that many of the students will not be able to realize their progresses so they might feel that what the project is implementing will be silly and game-like. As I watched the natural approach lessons to learning English, some students indicated that

they did not like game-lessons like "Go Fish" too often. They claimed that it was too childish. Yet, I was amazed when the students mimic the sounds of words and drawings of animals. They repeated the sounds as exactly as possible to the teacher and corrected themselves to sound just like her. Furthermore, while the teacher was practicing with a student, some students were able to connect the questions and statements to other situations away from the game. I think that several students are becoming aware to its importance because I asked if they wanted to stop and half of the class said "No."

Another anticipated and observed setback is that most of these adults, though they lacked a formal education, came from an education system where materialistic rewards and personal encouragement or treatment were motivational tools. Students repeatedly indicated that they wanted spiral notebooks, pens and pencils. The personal encouragement and treatment leads back to the idea that a relationship (personal) must be established between the students and teachers before effective communication can take place. Some teachers have indicated that the students wanted to be friends rather than being considered students and teachers. It was very appropriate that the teachers accepted such social attitudes because if they had not done so, there would have been a lack of communication between the two.

Finally, a major concern that I also have is the fact that these students have just lost their homes and for some, their family members and relatives. They are, in fact, at their lowest point of self esteem and they will blame themselves for everything. This negative state of mind impacts on their abilities. Often times, they are quick to misjudge certain lessons and programs. If they do not see familiar things, they tend to

not fully participate or do not feel that it is important. I recognized this aspect in some of the students. There was a particular gentleman who demanded a text because he did not believe that anyone can learn without something to look at as a form of memorization.

Recommendations: It was encouraging that the students have expressed demands and negotiated successfully with Helaine Marshall and the staff. First they asked for spiral notebooks, pens and pencils. Then, they wanted the class schedule changed. And finally, they wanted some type of textbooks or visual materials for them to take home on which to practice. The first two requests posed no problems and the students were very excited about their requests being met. The textbooks however, was somewhat a difficult issue because the established implementing procedures did not require books (because there are no available texts that meet the project's needs at this point) as teaching tools since the project emphasizes a curriculum which utilizes oral traditions, authentic experiences and natural approach. Helaine Marshall was quite concerned about this particular request and asked how the project can be flexible enough to meet the students' needs and still able to accomplish its set goals. I recommended that the project should comply. However, it does not have to be used as instructional materials. It can merely be used as visual aids, a form of practice activity that can be taken home, and as a motivational or reward system that will complement what is being taught. I do not feel that the original goals should be abandoned. I see a lot of potential in the programs that the project is using. I think that because the students are lacking self-assessment skills, they are afraid to try new things and simply, having difficulties in believing that new

methods will work. As the project moves forward and the students become more aware of their status and confidence, they will tend to pick up the new and more effective methods. I think it is more important at present to show flexibility so that we will not scare these students away. Half of the war against illiteracy is won by keeping them in the classroom. And that is especially true for the Hmong people since they have not been influenced by prior written systems.

Staff

I think that the staff is very capable. They have had good educational backgrounds. And more importantly, they have had plenty of contacts with the Hmong population prior to the project. There were a lot of encouragement and interaction between students and teachers. The use of math and other well-liked activities as rewards for completion of the main lesson was very cleverly implemented by some of the teachers. And the acceptance of relationship beyond the teacher-student roles by the teachers were encouraging and important to the students. It is very normal to have such relationships established before trusting and learning begins. Usually, the relationships are different from person to person and it is very important for the teacher to respect and show their acceptance accordingly or on an individual basis to avoid assumptions that all of the students are similar. Believe me, they are not.

Some teachers have expressed concerns about the inflexibility of the project's implementational methods and the indirectional shift of student learning moods. I have encouraged them to adjust, but, keep in mind that what the students want are a lot more

motivational than anything else. Since the students are not used to being constantly in an educational environment, they cannot turn on their learning styles and moods at will. Most of the times, their minds are on problems at home. I must remind everyone that there is so much sorrow, needs, wants, and concerns about family and relatives at home and back in Laos that learning is not a high priority to these people. Because of this lack of concentration, effectiveness of theories and methods varies from one minute to the next. I would say that the only constant pattern is the thoughts and feelings the students have, usually in relation to the teacher. And that is the key because a different pattern of interaction could mean a change in the student's capacity. One good example of this belief was observed when a woman in the Hmong Language class walked 45 minutes one way to come to class, even after numerous times of getting lost. This extraordinary behavior is a beginning to these people to understand the aspects of teaching and learning.

Evaluation Plan

Because of the circumstances mentioned in the student and staff evaluation above, I have mentioned to Pat Schonbek that an evaluation team is unnecessary. Since a dramatic oral and written proficiency improvement cannot be realistically measured during the process of the project, it is better to evaluate and measure how academic knowledge effects the social or interactional knowledge. And since this mediation focuses on thoughts-feelings of the students towards teachers and the social environment, contributions from all students, teachers, supervisors, advisors, and participating

personnel should be taken into consideration. Restrictions will reduce validity since some thoughts and feelings may be with held and changes in a student's capacity might not be taken into account. Different combinations of people will yield different established relationships or results. This objective can be accomplished through the journal implementation both on a regular basis (students, teachers etc.) and at quarterly or intervals to see if the changes of student capacities are consistent.

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Second Observation Report: Hmong/English Adult Literacy Project at the University of Wisconsin-Green Bay

By
Andrew G. Xiong, Consultant

STAFF

Shew — Shew has improved quite a bit in her instructional awareness. I think that she has found a level of comfort with the students. There has been good student/teacher interaction and mediation in the classroom. The students gave her a lot of feedback and suggestions on her instructions. At times she feels uneasy because the students tend to be less formal with her since she is a member of the Hmong community. This type of teacher/student relationship is normal.

Betty — I am very impressed with Betty's interactive approach to the students. She gets along with them well and the students respect her very much, especially the lower level group. The students' choice to call her teacher instead of Betty is a formal acknowledgement of trust and honor. I observed students relating objects they were learning about to their own ways and then joked about how different or similar the two traditions. This indicated to me that the students are using reflective thinking process in their learning to help them learn. Betty has become very accustom to the ways

and perceptions of the students and she is making good decisions on how to approach them.

Jenny — Jenny's transportation-bus and shopping projects were highly appreciated by the students. The students indicated that they like what they're doing. They were concern about Shane's leave. They thought Shane and Jenny worked well together and I agreed. Jenny seemed a bit down and I hope that Xia can fill in Shane's place. I think that Jenny needs to rely on the students more by asking for their feedback. Right now, they all respect Jenny and Betty enough that they would be quite honest with them.

Robin — I don't think that it would be fair to comment on Robin right now. I realize that Shane left very abruptly and Robin had to take Shane's place on an emergency basis. Robin had some communication problem at times when students took class discussions into the Hmong language. The student's, however, do realize that robin was there on a short notice and they do appreciate what she was trying to do for them.

STUDENTS

I can't say enough about the progress of the students.

There has been an improvement in the students' interactive and reflective thought processes. Although the students still lack self assessment skills, they are beginning to make the connections between learning and how they want to learn. In the case of this student group, they are always looking for familiar methods of instructions. And since there has been only a few things that they recognized, they feel that they need more input so that they can convince themselves that they are learning. This observation became apparent when the students asked for tests to see if they are learning and rewards to record achievements. They want to be tested regularly and given points if they performed well.

There is less resistance to the instructional approaches now that there are some familiar elements and successful mediation for what they wanted. The students indicated that the lessons have been very good, however, it is their fault that they can't learn quick enough. I told them to have patience because it took me 20 years to be where I am today and that they can't expect a miracle in several months. They also indicated that they fear of losing the project and they now understand that its a trial or pilot project and they need to contribute. They believe that the teachers and staff is doing the best they can and feel sad that they can't improve dramatically.

Their only request at this time is to work more with texts. They feel that they could benefit from taking work home to force them to study constantly. Otherwise, they go home and have nothing to do. I told them to study with their school children

and use the children's homework as practice materials and at the same time spend some quality time with their children. Our students indicated that they don't know how to do that, and I think that this is something that can be addressed by Family Literacy.

FAMILY LITERACY

I discussed with Pat at length about the Family Literacy plans and I think that everything is under controlled. We talked about possibilities in doing projects with summer family schools, about doing displays at Neville Museum, Heritage Hills (Although I doubt it if they would let us), and several other possibilities. I think that if we can get some sort of cultural sharing into the project to motivate the students and their family, then we can teach them a lot of other things along the way. It looks very good so far. It might be possible also to incorporate cultural awareness to this project with options such as local student exchange, cultural exchange fair for recipes/food, and panel discussions or cross talk between Hmong and non-Hmong. I sense a tension between Hmong and non-Hmong who have large amounts of misconceptions about one another that needs to be put out in the open.

APPENDIX G: Closing Ceremony Documents

BEST COPY AVAILABLE

Peb, cov laus kawm ntawv, thov caw nej tuaj nrog peb koom ib nrooj mov zoo siab rau peb cov laus kawm ntawv tiav ib tim xyoo. Peb npaj siab cia hais tias nej yuav tuaj koom tau nrog peb raws li lub sij hawm nram qab nov:

Chaw: Hmong Center
401 Ninth Street
Green Bay, WI 54304

Hnub: 6 Hli, Tim 8, 1993

Sijhawm: 1:00 teev tav su, muaj noj mov
1:30 teev tav su, Ntawv Qhuas

Yee Vang Mai Vang
Shen Lin Ah Xao Vang
NAI XIONG Mai Xiong
MAI VANG
CHUE XIONG
MA YANG
ying VANG
Ge Vang
Chu Chu Lor

We, the ESL Students, cordially invite you to come and join our end of the semester celebration. We hope that you will be able to come and join us at the following time and place:

Place: Hmong Center
401 Ninth Street
Green Bay, WI 54304

Date: June 8, 1993

Time: 1:00 pm Lunch
1:30 pm Award Recognition

Youa Pao Lor
TENG THAO.
Pa Vue
Ying yang
ying moua
Neng Ler

THE HMONG ASSOCIATION OF BROWN COUNTY, INC.

A NON-PROFIT AGENCY

On behalf of the Hmong Association and the Hmong and Laotian community, I would like to take this opportunity to thank you Dr. Helaine Marshall and the Green Bay student staff for putting together the Hmong/English Bi-lingual Literacy Project. I also would like to say thank you to all of the students who participated in this program. I regret that I am unable to attend your end of semester celebration because I have another very important appointment that I cannot miss.

The Hmong/English Bi-lingual Literacy Project is a very unique program that no one has put together. This program not only helps the student to learn to read and write in English, but also in their own language, Hmong. I strongly believe that this project is an important step to help improve the reading and speaking of English for those who participated. My step mother, who is a student, told me that the Hmong/English Bi-lingual Literacy Project has imporved her ability to understand, read and speak English. I feel that it will help all of you who have participated in the program.

Although it was only an introductory or experimental project, the Hmong/English Bi-lingual Literacy Project has shown its ability to improve the English skills of many students. With this success, I feel that we should continue the program. I hope that in the future, this project will not only teach Hmong and English, but also Laotian.

I wish all of you good luck and a good and productive summer.

Thank you.

Nor Phong Kong, President
Hmong Association of Brown County

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